

# Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education  
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:	Litchfield Public Schools	
County Dist. No.:	82-0015	
School Name:	Litchfield Elementary School	
County District School Number:	002	
School Grade span:	K-6	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify)_____	
School Principal Name:	Matt Drew	
School Principal Email Address:	matt.drew@litchfieldps.org	
School Mailing Address:	500 N Main St Litchfield, NE 68852	
School Phone Number:	308-446-2244	
Additional Authorized Contact Person (Optional):	Jeralynn Moser	
Email of Additional Contact Person:	jeralynn.moser@litchfieldps.org	
Superintendent Name:	Wade Finley	
Superintendent Email Address:	wade.finley@litchfieldps.org	
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Mariah Sekutera Matt Drew Jeralynn Moser Brian Moser Rebecca Vega _____ _____ _____ _____ _____ _____ _____	<u>Parent</u> <u>Administrator</u> Staff Parent Staff _____ _____ _____ _____ _____ _____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 63	Average Class Size: 9	Number of Certified Instruction Staff: 9
Race and Ethnicity Percentages		
White: 97 %	Hispanic: 3 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 47 %	English Learner: 0 %	Mobility: 4.55 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	<b>MAP</b>
<b>FASTBridge</b>	

*Please write a narrative in each box below to correspond to the Rating Rubric.*

*Place documentation in corresponding folder on flash drive to support the narrative.*

**1. Comprehensive Needs Assessment**

<b>1.1</b>	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction. Provide supporting documentation in the corresponding folder.</i></p> <p>At Litchfield Public Schools, we utilize data from FastBridge Reading benchmark diagnostics and MAP Growth diagnostics (along with NSCAS scores to help triangulate data) to determine the needs of all students K-6. We administered exams during the second week of the 2019-2020 academic school year. Our MTSS district team worked to compose guidelines that helped our data teams to determine the best way we could assist students. In grades K-3, we base our intervention and supplement needs on the 2019-2020 Nebraska Reads FastBridge thresholds, while triangulating data with NSCAS from the previous school year and current MAP scores. In 4-6, we triangulate data using NSCAS, MAP, and FastBridge thresholds. From there, we devise plans for whole group Tier I changes. For any students at-risk and below threshold, we start Tier II and, if needed, Tier III interventions. We monitor the success of those interventions based on FastBridge progress monitoring. After six data points, we met as a team (consisting of the classroom teacher, Title I teacher, interventionist, and MTSS Building Leader) to determine what, if any, changes needed to be made to an individual's intervention plan. After the winter MAP and FastBridge benchmark period, we meet again to analyze the cumulative data from fall vs winter scores, along with all progress monitoring data. From there we determine what students need updated individualized reading improvement plans. This also allows us to check the growth of some of our almost at-risk students who were benefiting from Tier I changes to see if satisfactory growth was being made. We were then able to make more changes to Tier I, II, and III supplements and interventions. Documentation in 1.1 folder includes three subfolders: Decision Guidelines (FastBridge and NE Reads Thresholds, Math and Reading Decision Rules, and MTSS Tiered Problem Solving Flowchart), Testing Data (FastBridge and NSCAS scores as of 3.15.20), and Testing Schedules (MAP, FastBridge, and planned NSCAS).</p>
<b>1.2</b>	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p> <p>Mrs. Erma Sadler, our previous Title I teacher was also our summer school instructor. The students would work throughout the summer to write and perform puppet shows. The parents gathered to watch the puppet show and then discuss the Title I business, including the Parent and Family Engagement Policy. Litchfield Elementary School held our first annual Grandparents Day on October 4, 2019. Grandparents and community members were invited to come spend the morning with our elementary students. Students read books to their grandparents, visited classrooms and the library, and ate lunch together. We also shared information about how they can help their children, grandchildren, and community become stronger readers. At the end, all students were sent home with a free Scholastic book. Grandparents were given a survey to help the school to understand how we could work together with them to improve our students' reading. This project was headed by our first and second grade teacher, Katheryn Sauer, and used to fulfill her action plan requirements for a master's class. In October 2019, students, staff, and parents were asked to fill out the Perceptual Survey distributed by NDE. Our staff members were asked to complete the survey by email. Teachers were given until 10/30/19 to finish the survey. The survey was shared with students by classroom teachers to fill out. Links to the survey were</p>

given to parents via the school facebook page and our school website. The results will be shared with staff at a later date.

Finally, we held another Title I Meeting on February 20. This meeting was strategically scheduled so that we could discuss the changes we made to students' reading improvement plan after the 6 data points we collected since winter benchmarks. We also discussed some minor changes that needed to be made to the Litchfield Community School Compact and Parent and Family Engagement Policy (regarding changing test names). I was then able to meet individually with parents whose children receive Title I services and explain more in depth their MAP and FastBridge scores.

Documentation in folder 1.2 includes four folders: Title I Meeting/Summer Puppet Show (includes invitation and sign-in), Grandparent's Day (includes invitation, feedback, Action Research Project writeup, sign in), School Perceptual Survey (copies of email correspondence and facebook post requesting participation, copies of the survey questions), and Title I Meeting/February (includes invitation/agenda and sign in).

**1.3** *Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.*

Our current school improvement goal is to improve literacy with an emphasis on reading comprehension and writing. Our first step was to take and map our K-12 literacy programs. Our K-6 teachers, reading specialist, library specialist, and principal worked together to align our Reading Street curriculum to find gaps and we are still in the process of creating the necessary lessons to fill those gaps. Our elementary teachers have also attended the ESU 10's Adolescent Literacy Project where they've learned and implemented new reading comprehension strategies. We have participated in learning walks where peers and/or ESU 10 facilitators will observe teachers and provide refresher training. This also helps us to monitor implementation and fidelity, while providing feedback, seeing other strategies in action, and feeling comfortable in using new strategies to help our students grow as readers.

Our CIP team is working with our MTSS District Leadership Team to create systematic procedures for utilizing Multi-Tiered System of Supports. This helps us to reach students with disabilities, students who are in the lowest quartile, high-ability students, students with behavior challenges that affect learning, and students with high absenteeism. Through the MTSS process, we have created decision rules for interventions, made comprehensive lists of the intervention and supplementation material that our district has available. Through the Nebraska Reads initiative, we have further strengthened our focus on K-3 interventions.

We are also working to improve the school climate by making sure we recognize our academic successes. We are also working to increase positive interactions with staff and students.

Finally, all staff attended an APL training which has helped improve classroom management and has helped teachers to balance the academic and social emotional needs of all students.

Documentation in folder 1.3 includes: Litchfield Integrated Action Plan and 2 folders. CIP folder includes agendas from the two meetings that have been held this year. The MTSS folder includes 2 subfolders: elementary building level meeting agendas/minutes and our leadership team's agendas/minutes.

## 2. Schoolwide reform strategies

**2.1** *Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.*

Through the work of our MTSS team, working alongside Title I, we have implemented several different ways to provide additional assistance to students at risk of not meeting the challenging state academic standards. To begin, we have begun working on solidifying our decision guidelines for entering the MTSS problems solving process. We are utilizing the NE Reads FastBridge thresholds to determine the need of intervention in grades K-3. For students in grades 4-6 we are utilizing FastBride CBMreading thresholds. Once we've cross analyzed

that data with students' MAP data, we make a plan for how to best address their needs. We have our Title I teacher and four paraprofessionals available to help support students in one-on-one and small group settings. We have added Six-Minute Solutions, Reading Street RTI kit, IXL Language, MobyMax, Fry Words, Lively Letters and Narrative Retell to our available supplements or interventions. In previous years, we relied mostly on Corrective Reading and Sound Partners. By adding more interventions and supplements, we are better able to meet the individual needs of students who are struggling. If students are found to be 'at some risk' or 'at high risk', we meet as a team consisting of the classroom teacher, FastBridge administrator, Title I teacher, and/or MTSS Building Level Leadership to fill out an Individualized Reading Improvement Plan (IRIP). From there, we inform parents of the plan and ask for their input and find ways that they can also help at home. We use FastBridge progress monitoring on a weekly or bi-weekly basis to assess if interventions/supplements are working. If we find that no improvement is being made after six data points, we meet again to discuss changes that could be made to the student's IRIP. For our students who have struggles that are not able to be met by our reading interventions, we do utilize our ESU 10 Resources to provide support to students. Our Speech Pathologist, in addition to meeting with her regular caseload has begun to use Narrative Retell classwide in preschool-third grade to help build student's comprehension skills. We also have an Occupational Therapist and a Physical Therapist that visit the school on a regular basis to provide support for students. Our school counselor meets in small groups with students who have been identified as having social emotional struggles that are impacting their ability to learn academically. She also works one-on-one with students when she can. There have been a few instances where we work with local therapists to provide additional counseling support when needed.

Throughout the revamping of our MTSS process, we have made special efforts to focus on Tier I whole class instruction and finding ways to improve our teaching methods and strategies to better meet the needs of the whole class. ALP and the Adolescent Literacy Project have been two specific professional development opportunities that have increased our knowledge of classroom strategies. We are also working to improve our school climate so that teachers know that thoroughly examining our whole-group teaching is not to pinpoint teachers weaknesses, but focus on their current strengths and finding how to build new strengths. This has helped to open up teachers to trying new techniques. We found, specifically, that our kindergarten class was struggling with reading as well as social emotional skills. By being able to critically examine her Tier I strategies, we were able to identify areas where she could incorporate more small group time. Since adding the extra small group time (where reading skills are able to be broken down based on ability level for all students) she has seen her progress monitoring skills improve, as well as the confidence of her high-ability learners as well as her low-ability learners.

Documents in folder 2.1 include: NE Reads Letter to Parents, Lists of supplements and interventions available, Individualized Reading Improvement Plan Template, Decision Guidelines folder (containing Fastbridge and NE Reads thresholds, Reading decision rules, and MTSS Problem Solving flowchart), and MTSS Agenda/Minutes (containing 2 subfolders of District Leadership Team agenda/minutes and Elementary Building Level agenda/minutes).

### 3. Qualifications of instructional paraprofessionals

<b>3.1</b>	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
We currently have four paraprofessionals in our elementary school. They all meet the ESSA requirements as seen in the Litchfield attestation statement. Two of our paraprofessionals are certified teachers, one has been certified through a statewide competency, and one has an associates degree and a substitute certificate. Our paraprofessionals work in various classrooms throughout the day and help with interventions and supplements	

when needed. They also attend all staff professional development as it relates to schoolwide learning initiatives (such as APL and Marzano). They are also in attendance at our MTSS building level meetings. Documentation in folder 3.1 includes: Transcripts, certifications, and trainings for H. Ash, K. Miller, J. Ritchie, and J. Janssen. Litchfield attestation statement.

#### 4. High quality and ongoing professional development

**4.1** *Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.*

Our staff is highly motivated to improve their teaching through professional development - both school assigned and individualized. We have several teachers who regularly attend conferences for their professional organizations. Educational Service Unit #10 provides a range of workshops designed to help teachers become well-rounded educators. During the 2018-2019 school year, our elementary teachers worked with the ESU to align our curriculum to state standards, a process that is still ongoing. We also had several teachers attend the Cultivating Student Success Summit at the ESU which provided us with the opportunity to gain strategies to support the whole child. Teachers were able to find strategies to help meet the social-emotional needs of our at-risk and failing students. Our principal attended a 2-day APL classroom management course and that started the initiative to incorporate APL into our own school-wide professional development. APL has helped us adapt classroom management techniques that help us focus on meeting the needs of our at-risk students. We have also had teachers attend CHAMPS and Write Tools training.

Documentation in folder 4.1 includes two documents: a report from ESU10 of all the staff trainings that have been attended by certified and classified staff from August 1, 2018 to March 5, 2020, a report of all non-ESU 10 workshops and conferences attended since May 2019.

#### 5. Strategies to increase parental and family engagement

**5.1** *Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.*

Previously, our School-Parent Compact has been distributed to parents at the beginning of the year along with our student handbook. We also have links to it on our school website. The compact was reviewed at the summer Title I meeting. This year, at our February Title I parent meeting, I brought a copy of another school's compact that I felt reflected more of our needs. Parents helped me to analyze the two compacts and work together to find a balance that adequately reflected the needs of our community. Documentation in folder 5.1 includes a copy of our previous School-Parent Compact and revised copy.

**5.2** *Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.*

Parents were involved in developing the Title I Parent and Family Engagement Policy in two different ways this year. First, parents were invited to a puppet show at the end of summer school. During this event, a formal Title I meeting was held. Parents were given the opportunity to overlook the Parent and Family Engagement Policy and suggest changes. The second opportunity was held in February. Parents were invited to meet and discuss Title I business. This included going over the Parent and Family Engagement policy and making a few

changes -- updating the tests that students are given (moving from DIBELS to FastBridge) and adding Grandparent's Day and Open House as other opportunities for parent involvement. Documentation in 5.2 folder includes: updated Litchfield Title I Parent and Family Engagement Policy, invitations and sign in sheets for the summer and spring Title I meetings.

**5.3**

*Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.*

Traditionally, our Title I parent meeting is held at the end of our summer school session on July 17, 2019 in the First and Second Grade classroom. Students perform their puppet shows, enjoy refreshments, and then Mrs. Sadler would conduct the Title I business meeting. Since we have had some staff turnover and changed some of our diagnostic and progress monitoring assessments this year, we decided to hold an additional meeting in February. The meeting was held in the elementary library on February 20, 2020. This meeting allowed Mrs. Moser to communicate with parents about the changes to our Title I program as well as receive parental input on the Community-School compact and Parent and Family Engagement Policy. We also reviewed the MAP and FastBridge parent reports - this way parents would have a better understanding of how we utilize the data to make decisions regarding reading improvement plans.

In the interest of furthering our school to parent communication, we have had a Back to School Kickoff Potluck and Open House. All staff members spoke briefly about their programs during the potluck, and then classrooms were open for parents and students to meet and talk with teachers.

Documentation in folder 5.3 includes the invitations for the Open House and both parent meetings, as well as the sign-in sheets for the two Title I Parent Meetings.

## 6. Transition Plan

**6.1**

*Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School). Provide supporting documentation in the corresponding folder.*

For the past three school years, we have had a Back to School Kickoff Potluck and Open House. This allows for all of our incoming students to become acquainted with the buildings, staff, and fellow students before the first day of school. Most of our incoming students are preschoolers. For their transition, our preschool teacher and paraprofessional conduct home visits. This allows the parents and teachers to communicate any needs prior to school starting. Home visits are conducted again at the end of the year. Preschool teachers, parents, Kindergarten teacher, Title 1 teacher, and all other school personnel involved will collaborate and communicate to enable students to make a successful transition to kindergarten. The kindergarten teacher sends home kindergarten registration packets with students in preschool who will be kindergarteners the following year, plus mails them to any students in the district who did not attend preschool.

The Litchfield staff is aware of the value of the development of an academic foundation that can occur in a well-planned early childhood program. Staff members are involved at every level to assist in a transition from one level to another.

Documents in folder 6.1 include the invitation to the Back to School Open House/Potluck. A folder is included with the information from the kindergarten registration packet. Another folder includes the preschool teacher's note to parents to set up home visits and the flyer informing the community of preschool enrollment opportunities.

**6.2**

*Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle*

	<i>School, Middle School to High School, High School to Post Secondary Schooling or Career). Provide supporting documentation in the corresponding folder.</i>
<p>We have traditionally held a "Transition Day" during May. During this time, PreK visits Kindergarten and the Kindergarten tells all about the benefits of Kindergarten. Then Kindergarten goes to First Grade to participate in Reading. Second and Fourth graders also participate in transition day. Since we are dual grade classrooms, this gives the second and fourth graders a chance to experience their new teacher. For our sixth graders, traditionally they have spent an afternoon in the high school, following around the seventh graders. This year, however, we were able to have them go to the high school for math and reading. These classes were taught by the seventh grade math and reading teachers. This allows for relationships and junior high routines to be started while students are still in elementary school, which will hopefully lessen the shock of all the changes that come from switching to a new building.</p> <p>Documentation in folder 6.2 includes our Transition Day schedule from May 14, 2019.</p>	

**7. Strategies to address areas of need**

<b>7.1</b>	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.</i>
<p>The Litchfield Public School Title I Schoolwide Program philosophy upholds the mission of Litchfield School to provide a safe, caring environment to motivate and educate all students with the essential foundations for achieving success in our changing society. Litchfield Schools became eligible for the Title I Schoolwide Plan during the 2006-2007 school year. The Schoolwide Plan provides a way to implement planned strategies to raise the achievement level of all students in our elementary school. Target goals, identified by the Continuous School Improvement and MTSS teams are in the area of language arts with emphasis on written communication. FastBridge monitoring assesses student progress in the development of reading skills. Sound Partners is an individualized plan adopted to develop phonics skills. Corrective Reading has been implemented as a small group plan to help our readers become more fluent. Reading Street was implemented in 2018-2019 as a more rigorous reading program than Treasures. Because our school has 1:1 chromebooks in kindergarten through twelfth grade, we are able to utilize a variety of technology based supplements to help all students become more fluent and efficient readers. The Schoolwide Plan allows us to assist ALL students in reaching reading proficiency in academic areas. Assistance in the classroom is the primary way we deliver Title I support to all students. We also provide assistance on Tiers I, II, and III for students who have been put on an Individualized Reading Plan according to Nebraska Read Guidelines. The vast majority of Litchfield Staff is certified and highly qualified to teach in the area in which they are currently employed. Training, for the few who are not, is currently being pursued. The lack of staff turnover the last three years has been a testimony to keeping highly qualified staff and attracting others. The administration encourages all staff members to seek out professional development opportunities - especially in reading strategies. The funds received from Federal and State grants are used to pay part of the salary of the Title I teacher. Other grants provide funds used to increase the cost of serving all students. The preschool program has been recognized as an established preschool and is supported by state funding.</p> <p>We provide full day preschool for three and four year olds and full day kindergarten so that we can support the early educational needs of all students. This allows for more time to be spent on building the foundational skills necessary to become strong readers.</p> <p>During summer, the school provides 6 weeks of summer school to provide opportunities for students to acquire as well as retain skills. Our two community libraries, Litchfield Public Library and Mason City Sunshine Library also provide summer reading programs that also provide opportunities for more students to grow over the summer. The programs are both run by local educators and focus on incorporating reading skills along with fun activities.</p>	

Finally, we offer an After School Program during the regular academic school year. This year we have 36 students registered for the After School Program, with an average of 14 students attending daily. At the After School Program, students receive structured homework help, opportunities to read, practice skills, and be creative. The After School Program teachers and the classroom teachers communicate frequently, which allows everyone to stay apprised of the specific needs of all students who attend the After School Program. Documentation in folder 7.1 includes After School Program and Summer School registration forms, as well as Summer Reading Flyers for both Litchfield Public Library and Mason City Sunshine Library.

## 8. Coordination & integration of Federal, State and local services & programs

<b>8.1</b>	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
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We are working to improve our reading and math scores. Our Title I funds are designated for a teacher's salary. General and state funds are used to assist in achieving our instructional goals and student success. The district works in partnership with Sherman County and Litchfield businesses to provide Litchfield students with hands-on, authentic learning experiences. Documents in folder 8.1 include Litchfield Title I GMS Information, Plan for funding, and Title I Expenses.