

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
Building Grade Span Served with Title I-A Funds:	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:	Brian Moser
School Principal Email Address:	brian.moser@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:	Matt Drew
Superintendent Email Address:	matt.drew@litchfieldps.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Amanda Slocum	<u>Parent</u>
Brian Moser	<u>Administrator</u>
Jeralynn Moser	Title I Teacher
Carissa Pierce	Elementary Reading
Susan Poland	Counselor
Matt Drew	Superintendent
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 112	Average Class Size: 8	Number of Certified Instruction Staff: 18
Race and Ethnicity Percentages		
White: 98 %	Hispanic: %	Asian: %
Black/African American: %	American Indian/Alaskan Native: %	
Native Hawaiian or Other Pacific Islander: %	Two or More Races: 2 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 49 %	English Learner: 0 %	Mobility: 9.48 %

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

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment

1.1	<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 curriculum, instruction and assessment decisions.</i></p>
<p>At Litchfield Public Schools, we utilize data from FastBridge Reading benchmarks, MAP Growth, and triangulate with NSCAS data to determine the needs of all students K-6. We administer diagnostic screeners three times a year: during the last week of August, the first week in December, and the third week in April. Our MTSS district team worked to compose guidelines that helped our data teams to determine the best way we could assist students.</p> <p>In grades K-3, we base our intervention and supplement needs on the 2022-2023 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. For any students at-risk and below threshold, we start Tier II and, if needed, Tier III interventions.</p> <p>In our past Continuous Improvement cycle, we identified that we had many gaps in Tier I instruction stemming from not having high quality instructional materials. To address these gaps, we went through the process of choosing a new reading curriculum. We ended up choosing Amplify CKLA and have seen improvements in Tier I understanding. In order to maintain fidelity to the curriculum, this year we are simply notating areas of growth needed in Tier I instruction.</p> <p>For the 2022-23 school year, we implemented WIN (What I Need) Time - a 30 minute period every Monday-Thursday morning. Groups were established by our MTSS Leadership team looking first at MAP Growth and FastBridge data. Groups range between 6 and 9 students, each classroom teacher, plus our reading/math specialist, Title I teacher, art teacher, and one paraeducator lead groups. All groups, except our first grade group, are composed with similar ability levels throughout all grade levels: two high ability groups, two medium level groups, a struggling learner group, first grade group, and a group of students who have been determined to benefit from the REWARDS (Reading Excellence: Word Attack and Rate Development Strategies) Program. We monitor the success of these small group interventions based on FastBridge progress monitoring and classroom data. We meet weekly as a WIN Team to determine which students are thriving and which students need more or different intervention strategies within their Tier II intervention group.</p> <p>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.</p> <p>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), Fall & Winter</p>	

Testing Data (FastBridge and MAP scores as of 3.15.23), and Testing Schedules (MAP, FastBridge, and planned NSCAS), WIN Time Plan & Notes Document.

1.2

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.

During the last few years, we have worked to get our families into the school building more often than just for Parent Teacher conferences and fine arts concerts. At the beginning of every school year, we have a back to school potluck. This is a great opportunity for teachers to start building a relationship with any new families we may have and extend relationships with other families. Staff presentations give a nice overview of the year, and it helps show our community that we are willing to communicate and hear input from parents.

In October, we host our annual Grandparents' Day, a day where grandparents can come eat lunch with their grandchildren and get to experience life in their classroom for an hour. Specifically, we advocate for the benefits of reading with your grandchild, and even letting families take home a gently-used picture or chapter book. We use this chance to extend our feeling of community, incorporating grandparents. The feedback we receive from them is usually oral as they're roaming around, so while it's informal, it does a great job of making our stakeholders feel seen and heard. This year, 100% of PK-6th graders had a grandparent or Very Important Person show up to the event!

The last two years, we've seen a bit of a decline at our February parent teacher conferences, so in an attempt to maintain contact with families, we implemented a Parent Lunch. Each Tuesday during February, two grade levels have the opportunity to invite their parents to lunch. Each teacher can manage the 30 minutes before lunch however they'd like - setting goals, doing creative projects, sharing the learning that's been happening in the classroom. Then families eat lunch, go to recess, and part ways. The first two years we have focused on using this time to simply get parents into the classroom. However our plan moving forward is to have an exit survey that allows parents to give us feedback on their experience. This year, we had almost 100% of students have a parent or loved one attend parent lunches!

Our 5 year continuous improvement cycle ended in 2021-22 with our external visit. Since this is year 1 of our new cycle, our staff is focused on analyzing district data and preparing a goal and attainable action plan. We decided that we would have students, staff, and stakeholders fill out the perceptual survey again at the beginning of the 2023-2024 school year. Included is the perceptual survey data that was collected in October 2019. Once we had the survey data, our CIP team helped us break it down to identify places we could celebrate and areas to grow.

Documentation in folder 1.2 includes three folders: Title I Meeting (includes invitation, agenda and sign-in), Family Activities (includes back to school invite; Grandparent's Day invitation, email correspondences from principal, day of schedule, and sign in; Parent Lunches letters) and School Perceptual Survey (copies of email correspondence and facebook post requesting participation, copies of the survey questions).

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 last continuous improvement cycle ended during the 2021-2022 school year. Our goal was to improve reading comprehension across the curriculum. All progress towards the goal was halted from 2019-2021 due to the global pandemic. Our time was spent making sure our students were still receiving education in safe environments. But in 2021, we renewed our efforts towards focusing on the CIP goal. During our 2021 exit report, we received commendations for having a wide variety of opportunities for our students to be highly involved, having a strong leadership team (both administrators and our MTSS leadership team) who are dedicated to ensuring all students grow, as well as having a comprehensive plan for student interventions and celebrating student success. It was recommended that we continue to utilize our perceptual and academic data

to guide academic goals for the future. It was also encouraged to consider adding a writing or a mathematics-focused goal for the next cycle.

As our new CIP cycle begins, we've made some systems-level changes. First, we combined our MTSS and CIP teams. Since the state is starting to move toward a process where the two are intrinsically connected, we decided now would be the time to join forces. During the previous cycle, we found that the MTSS team and CIP team were both looking at the same data, and this allows us to unite and come to a common understanding of what the data is telling us.

At our professional development day after the third quarter, we sat down with the whole staff to analyze data. We came to the conclusion that we are making good progress with our reading processes for interventions, and don't want to slow our focus on that. But we see that there are gaps in math that we need to address. So to hold ourselves, as educators, accountable for making sure we implement changes in our math program while still keeping up our innovative solutions in reading, we will work to develop a continuous improvement process that has both a reading and mathematics goal. The exact goal and action plans will be created in the fall of 2023 during a whole staff inservice before school starts.

Documentation in folder 1.3 includes 2 folders: 2017-2022 cycle (Litchfield Integrated Action Plan, External Visit Presentation, External Visitation Report), 2022-2027 cycle (MTSS/CIP Leadership Team Notes, Comprehensive Systems Document, MTSS Plan for Shared Leadership, Data Analysis Notes)

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.

In order to be compliant with NE Reads, we use FASTBridge earlyReading (K-1) and CBMReading (2-3). We also use the CBMReading with our 4th-6th graders, using the FASTBridge cut scores. Once we have those scores, anyone who does not meet the benchmark will automatically be placed on an Individualized Reading Improvement Plan and will receive weekly or biweekly progress monitoring through FASTBridge.

Our MTSS team has worked to curate a working list of the interventions and supplements that we have available. This list can be found in the documentation materials. Our next step in curating this comprehensive document is to really dive into the appropriate times the various interventions and supplements should be used. In the meantime, teachers have it available to them as a resource. Our goal is to have and use reading interventions that are based in and supported by the science of reading. In an attempt to make ourselves more knowledgeable on the science of reading, we have sent our elementary Reading specialist and our Title I teacher to the Language Essentials for Teachers of Reading and Spelling (LETRS) training. Our hope is to eventually have even more teachers trained in LETRS.

The three interventions that we've had the most success with are Heggerty (phonemic awareness), Narrative Retell (comprehension), and REWARDS (fluency, comprehension, and vocabulary). Heggerty is done at Tier I in preschool and kindergarten, and first through third grade have it as a Tier II intervention. Our Speech Language Pathologist does Narrative Retell weekly with our kindergarten through third grade. We started REWARDS in 2021-22 as a Tier II intervention. However this year, we are using it as Tier I intervention with 4th graders, who were all struggling with reading skills, as well as using it in Tier II with 5th and 6th grade. Our 7th-9th graders are also using the secondary version of REWARDS as a Tier II intervention based on teacher recommendation.

In the past, fitting in all of the needed interventions for the appropriate amount of time was a struggle due to staffing availability. We tried to brainstorm different methods of ensuring every student was having their needs met on a daily basis. Finally, we decided to implement What I Need (WIN) Time. This allows us to have 30 minutes Monday-Friday where all teachers and paras are available for interventions. It also means that every student is receiving interventions at his or her level. To create the groups, we are using MAP data and mixing grade levels strategically. We meet weekly to examine the progress each of our groups is making, identifying students who are still struggling and may be in need of switching groups. WIN time has allowed us to identify and push our high ability learners, while simultaneously, doing structured Tier II interventions in reading (and slowly in math) for our struggling students. In this first year, we have identified that this is a good way for us to do interventions, but we've also realized there are still areas to grow. As we look forward to next year, we need to figure out how to balance math and reading interventions during this time, as well as find time to prioritize some Tier III interventions for students who need that extra support.

We recognize that some of our students who are at risk of not meeting the challenging academic state standards are struggling with social emotional challenges as well. We've implemented several things to aid in their emotional education, with the hopes that the support they receive will allow them to find academic success, as well. Our first and second graders are receiving The Interception Curriculum from our Occupational Therapist on a weekly basis. This program, provided on a Tier I level, helps our students to connect with their internal states of being - we have found this especially helpful with our sensory-sensitive students. Our Special Education teacher, First and Second grade teacher, and our Librarian/Title I teacher have all taken Dan St. Romain's Cultivating Character curriculum, which has helped to enhance behavior and started to create a shared language around expectations. As the students transition into higher grade levels, we will make sure those teachers also have the language needed to continue this SEBL tool. All preschool-6th graders receive 30 minutes of guidance lessons every week, covering topics ranging from recognizing emotions to planning a career goal. We also have three small groups that meet on a weekly basis with an Social Emotional Behavioral Learning coach from ESU 10. Students in these groups are struggling with academic confidence, choosing appropriate behaviors, or having a fixed mindset. With the support of the SEBL coach, they are able to face those challenges, and we are already seeing positive SEBL and academic results because of them.

Documents in folder 2.1 include: NE Reads Letter to Parents, Lists of supplements and interventions available, Individualized Reading Improvement Plan Template, weekly WIN time meeting minutes, MTSS Leadership and Elementary building level minutes. Decision Rules folder (containing Fastbridge and NE Reads thresholds, Reading & Math decision rules, and MTSS Problem Solving flowchart).

3. High quality and ongoing professional development

3.1

Please provide a narrative below describing the professional development and other activities provided to improve instructional 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 2022-2023 school year, our primary professional development opportunities revolved around training our PK-5 teachers in our new Amplify CKLA materials, as well as doing consistent follow up check ins. We also met often to choose a new math curriculum. During the summer of 2022, several teachers attended the Kagan teaching strategies workshop - this allowed us the opportunity to learn new engagement and team building techniques.

Documentation in folder 3.1 includes two documents: a report from ESU10 of all the staff trainings and workshops that have been attended by certified and classified staff and a report of all workshops and conferences reported by staff since June 1, 2022.

4. Strategies to increase parent and family engagement

4.1	<i>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.</i>
<p>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.</p> <p>At our September meeting, parents looked through the current compact and made small suggestions that reflect our current habits, simply clarifying some points instead of making huge changes.</p> <p>Documentation in folder 4.1 includes a copy of our School-Parent Compact and revised copy.</p>	
4.2	<i>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.</i>
<p>During the September meeting, parents were invited to meet and discuss Title I business. This included going over the Parent and Family Engagement policy. It was determined no changes needed to be made at this time.</p> <p>Documentation in 4.2 folder includes: most current Litchfield Title I Parent and Family Engagement Policy, invitations and sign in sheets for the fall Title I meetings.</p>	
4.3	<i>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.</i>
<p>The Title I Parent meeting was held in September. This allowed Mrs. Moser to communicate with parents about 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.</p> <p>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. Because our parent-teacher conference attendance in February had started to decline, we added parent lunches throughout the month of February in order to connect our teachers to their students' families. Each week, two grade levels would invite their parents to a lunch they chose, then they'd spend some time in the classroom, doing student-led activities, and having an opportunity to chat with the teacher and admins.</p> <p>Documentation in folder 4.3 includes the invitations for the Open House and parent lunches. It also includes the invitation, agenda, and sign in from the Title I parent meeting.</p>	

5. Transition Plan

5.1	<i>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).</i>
<p>Every year, 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.</p> <p>Most of our incoming students are preschoolers. For their transition into school, our preschool teacher conducts 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.</p> <p>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.</p> <p>Because our mobility rate is approximately 10%, new students during the year is not uncommon. We make sure to do any assessments necessary as soon as the student gets acclimated to the new environment. If they do not come with test scores, we let teachers get a feel for how they are doing in the classroom and then decide if MAP tests are necessary. Usually the guidance counselor will take the new student and his/her family on a tour of the school upon enrollment. Then each classroom has their own strategies for incorporating new students into the environment through the use of team building activities and peer support.</p> <p>Documents in folder 5.1 include the invitation to the Back to School Open House/Potluck, kindergarten registration packet, and preschool roundup information.</p>	
5.2	<i>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 School, Middle School to High School, High School to Post Secondary Schooling or Career).</i>
<p>We have traditionally held a "Transition Day" during May. During this time, PreK visits Kindergarten and the Kindergarteners tell them all about the benefits of Kindergarten. Then Kindergarten goes to First Grade. 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. For the last three years, however, we've started to make sixth grade a transition year to junior high. The high school ELA teacher also teaches 6th grade ELA. They also participate in trimester elective classes with the junior high. This allows for relationships and junior high routines to begin developing 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 full-time.</p> <p>Every Friday, our elementary students spend 30 minutes with their reading buddies - a carefully curated partnership that allows an older student to read to and listen to a younger student read. This gets them into all of the elementary classrooms once a week, which helps foster that sense of a school community, while also promoting our literacy goals.</p> <p>Our junior high and high school students have more opportunities to prepare for their transition out of high school. Juniors take the ASVAB to help them explore potential career paths. We have college representatives come in to visit with students. We also participate in several career exploration days and college and career fairs. Our student handbook allows 2 days of excused absences for seniors to attend college visits with their families. We also have a School-to-Work program for seniors. They are paired with a local business and are required to treat the experience as an unpaid internship. The employer will complete evaluation forms twice a semester for the student. These jobs often end up being carried out past the end of the semester as they become paid positions.</p>	

Documentation in folder 5.2 includes our Transition Day schedule from 2022-23, a list of college & career readiness activities students had the ability to participate in, and a redacted copy of our school to work agreement.

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

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 Improvement Process and MTSS teams are in the area of reading with emphasis on comprehension. FastBridge monitoring assesses student progress in the development of reading skills. Sound Partners is an individualized plan adopted to develop phonics skills. Amplify CKLA was implemented in 2022-2023 as a more rigorous and high quality instructional material. 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 Litchfield staff is highly certified, with everyone teaching in the area in which they are endorsed. The lack of staff turnover the last five 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. 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.

During summer, the school provides 4 weeks of summer enrichment to provide opportunities for students to acquire as well as retain skills. 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.

Finally, we offer an After School Program during the regular academic school year. This year we have 30 students registered for the After School Program, with an average of 10 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 6.1 includes After School Program and Summer School registration forms, as well as the Summer Reading Flyer for both Litchfield Public Library and Mason City Sunshine Library.

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>
<p>N/A our district does not consolidate funds Our district chooses to coordinate and integrate local/state general funds, federal funds (ESSA funds, National School Lunch funds) in order to meet our student needs and support student achievement.</p>	