

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:	Southern School District 1
County Dist. No.:	1
School Name:	Southern Elementary School
County District School Number:	34-0001-002
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 type="checkbox"/> Yes <input checked="" 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:	Mr. Kane Hookstra
School Principal Email Address:	khookstra@southernschools.org
School Mailing Address:	Southern Elementary 315 W 2nd St PO Box 158 Blue Springs, NE 68318
School Phone Number:	402-645-3359
Additional Authorized Contact Person (Optional):	Stephanie Ware
Email of Additional Contact Person:	steware@southernschools.org
Superintendent Name:	Dr. Christopher Prosocki
Superintendent Email Address:	cprosocki@southernschools.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>
Loni Rabstejnek Kane Hookstra Sam Rzeknoski Rhonda Epp	<u>Parent Administrator</u> teacher 3rd grade teacher —————
Kim Milius Stephanie Ware ————— ————— ————— ————— —————	1st grade teacher Title I teacher ————— ————— ————— —————

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 174	Average Class Size: 12	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 90 %	Hispanic: 1 %	Asian: 0 %
Black/African American: 3 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 5 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 66 %	English Learner: 0 %	Mobility: 8 %

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

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	<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>
Southern Elementary uses comprehensive needs assessment testing throughout the school year. Students, K-6, are given the DIBELS benchmark assessment three times a year. STAR Reading and STAR Early Literacy Assessments are also given to K-6 students in the fall, winter and spring. NSCAS Growth testing takes place fall, winter and spring for grades 3-6. This data is reviewed during PLC and monthly team meetings to target instruction and identify students in need of interventions.	
1.2	<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>
Southern Elementary conducts a School Climate Survey. The survey categories consist of the following: school climate, school safety, equity/respect for diversity, discipline, parent involvement, and usage of technology. Parents and community had access to the survey on the school website, in addition to paper copies that were available. The survey results were compiled and reviewed during in-service and school improvement meetings.	
1.3	<i>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.</i>
Southern Public Schools has a Continuous School Improvement Plan and diligently works toward meeting goals that include improving; reading comprehension, math skills and school climate. The school improvement team meets monthly to address those goals and in-service days are used as a chance for the whole staff to work towards those goals. The district completed an External Visit in Feb. 2024	

2. Schoolwide reform strategies

2.1	<i>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.</i>
Southern Elementary School uses NSCAS Growth results, DIBELS, STAR and in-program assessments to evaluate student proficiency across all ability levels. Southern has implemented Heggerty Phonemic Awareness program in grades PK-2 and in Tier 2 Interventions. Southern uses Wonders-McGraw-Hill but also focuses on the Science of Reading (SOR) when planning instructional lessons. Teachers use classroom leveled readers and decodable text to meet the students needs according to their ability and reading level. However, all students still receive exposure to grade level text and vocabulary with whole group instruction. Students that are identified as "Intensive Needs" or "Strategic" according to DIBELS assessments may be placed into reading interventions where they receive Tier 2 intervention curriculum instruction, targeted lessons to address specific skill deficits and additional time and practice. K-3 students that fall into these categories follow the guidelines of the Nebraska Reading Improvement Act. All K-3 students that did not meet benchmark on any DIBELS benchmark test will acquire a IRIP (Individual Reading Intervention Plan). This plan	

includes other Diagnostic Testing information, targeted intervention that will be received as well as a reporting timeline.
 DIBELS Progress Monitoring occurs for all students receiving additional reading instruction and interventions by the Title I teacher. Classroom teachers use in-program monitoring through fluency checks, and by-weekly progress assessments to gauge success and understanding of content.

3. High quality and ongoing professional development

3.1	<i>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.</i>
<p>Southern School District has in place, a Professional Growth Policy. Teachers are required to earn six units of professional growth over a six year period. These Professional Growth Units are given for college credits earned, assigned district in-services, chairperson of assigned district in-service, professional publications, professional travel/sponsor and self directed professional meetings and experiences.</p> <p>Ongoing professional development and other activities for teachers and paras take place throughout the year. In-service PLCs and building level meetings are used to address student data and instructional concerns. Review of benchmark and needs assessments, as well as, progress monitoring data is done in PLCs. The district has adopted the Marzano Instructional Model and are working towards training all teachers with these research based instructional strategies. PK-6 teachers are currently studying the Science of Reading Approach and receive inservice training that goes along with the LETTRS Model.</p> <p>ESU 5 offers workshops and training for teachers to gain additional knowledge of how to use data sources to target instruction to meet new and challenging state academic standards.</p>	

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>Southern Elementary School invites parent input about district needs through the parent survey. Parents are encouraged to attend Title I parent meetings, where the compact is reviewed yearly and updated as needed.</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>Southern School board updated the Title I Parent and Family Engagement Policy or Procedure during the summer of 2023. The policy is also reviewed by the school board each year and a yearly hearing is held to solicit feedback on our Title I and Family Engagement Policy and Parent Involvement Policy. The Policy is reviewed each year at the annual Title I parent meeting as well. Parents are encouraged to attend and offer input to update as needed.</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 annual Title I parent meeting is held at the beginning of the school year. Notes are sent home to all parents, inviting them to attend. The meeting was held on Sept. 12, 2022 for the 22/23 school year. Meetings are held in the school library.</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>Southern Elementary holds a Kindergarten Orientation meeting for parents of incoming kindergarteners. At this meeting parents are introduced to the Kindergarten teachers, the building principal, school nurse, and counselor. Parents are informed about kindergarten expectations, curriculum programs and an explanation of required forms.</p> <p>Kindergarten round-up occurs in the middle of May. Incoming students are invited to come to school to spend the day as a "kindergartener".</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>Junior High Orientation and Parent meeting is held in August before school begins. Students and parents are introduced to teachers, do a "mock" walk through of daily class schedules, locate lockers and go over rules and procedures. This event gives students and parents the opportunity to meet faculty, tour the building and attend to paperwork that needs to be completed for the school year.</p>	

6. Strategies to address areas of need

6.1	<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.</i>
<p>At risk students identified through assessment measures can be served with additional time during the day through reading interventions. Interventions are taught by the Title I teacher or trained paraprofessional, whose lessons are planned by the Title I teacher. Student growth is monitored through DIBELS progress monitoring, as well as in-program data.</p> <p>In addition to added time during the day, five week tutoring sessions are offered in the fall and spring for K-3 students that are below benchmark. This is in partnership with the WORDS project.</p>	

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>Southern Elementary School funds are used to help students be successful. The district employs a full-time Title I teacher/interventionist. A paraprofessional may deliver progress monitoring and interventions to help support student learning. Funds are also used for curriculum materials to be used in the Title I classroom as well as the regular classroom to help meet the needs of students at risk.</p>	

