

Title I Schoolwide Plan

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

*If changes are made to an existing Title I Schoolwide Plan – complete and submit to the
NDE Federal Programs office by May 1st*

District Name:	Scribner-Snyder
School Name:	Scribner-Snyder Community Schools
County-District-School Number: xx-xxxx-xxx	27-0062-002
Grades Served with Title I-A Funds: (PK is rarely served)	K-6
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. (Mark appropriate box)	<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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Malia Nemecek
School Principal Email Address:	mnemecek@sstrojans.org
School Mailing Address:	400 Pebble Street Scribner, NE 68057
School Phone Number:	402.664.2567
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Joe Peitzmeier
Superintendent Email Address:	jpeitz@sstrojans.org

<p align="center"><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center">_____</p> <p align="center"><u>Malia Nemecek</u></p> <p align="center"><u>Meredith Rolf</u></p> <p align="center"><u>Casey Gustafson</u></p> <p align="center"><u>Joe Peitzemeier</u></p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"><u>Parent</u></p> <p align="center">_____</p> <p align="center"><u>Administrator</u></p> <p align="center"><u>Title I</u></p> <p align="center"><u>Title I</u></p> <p align="center"><u>Administrator</u></p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p>
--	---

School Information
(As of the last Friday in September)

Enrollment: 171	Average Class Size: 12	Number of Certified Instruction Staff: 27
Race and Ethnicity Percentages		
White: 93 %	Hispanic: 7 %	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 https://nep.education.ne.gov/)</i>		
Poverty: 52 %	English Learner: 0 %	Mobility: %

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

Confirm all Instructional Paras are Qualified according to ESSA.	X Yes <input type="checkbox"/> No
--	-----------------------------------

Date Reviewed: 4-12-24

The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

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

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>Scribner-Snyder Community Schools uses data from a comprehensive needs assessment of the entire elementary to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards by using Acadience to see what category each child falls into. We take the Acadience three times a year: beginning, middle, and end. After each reading test we see what students need to improve on whether it is fluency, comprehension, nonsense word fluency, phoneme segmentation fluency, letter naming, or first sound fluency. After each math test we see what the needs are for each student: number identification fluency, advanced quantity discrimination, concepts and application, and/or computation. Those students who score below benchmark in any of these areas receive Interventions to get them where they need to be. We Progress-Monitor all of the students who are not at benchmark. The students who scored in the intensive, we progress monitor weekly and those who scored in the strategic are progress monitored every other week. We use Acadience to plan instruction by seeing what area they need help in and use researched based interventions to help them improve. As of this year, we have Acadience in both Math and Reading.</p> <p>At Scribner-Snyder Community Schools we are using our MAPS/NSCAS scores. We will be able to see how the students improve year by year. In MAPS/NSCAS we can see where each of the students scored and if they have increased throughout the year.</p>	
1.2	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i></p>
<p>One of the ways Scribner Snyder Community School gathers information from parents is through our annual Parent Survey. The survey was asked to be completed and returned in a week.</p> <p>Another way that the school gathers information is by having an annual Title 1 meeting. At this meeting we go over what Title 1 is, testing, policies, and more. We ask for input from the parents on what positives they see and what they think needs a little more work.</p>	

The school holds monthly School Board Meetings, which the parents and community members are encouraged to come and voice their thoughts about the school.

1.3

Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.

Scribner-Snyder Community School uses Direct Instruction Strategies to help meet the school's goal and student's reading needs. We use Phonics for Reading, Sound Partners, IMSE, 95% group, Corrective Reading, Rewards, six minute solutions, and repeated reading as some of our interventions.

We look at the student's Acadience Reading to see what area they need help in and based off that data, we decide which intervention would be the best fit for each individual.

We have also implemented Acadience Math this year (2023-2024). Scribner-Snyder's action plan has changed to make math a focus point. We have the same benchmark test times as our reading: beginning, middle, and end. We progress monitor the students who do not reach the benchmark.

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.

Scribner-Snyder provides research based interventions to help meet the needs of all students. We do assessments, progress monitoring, and use data driven decision making skills to meet the needs of the students. We do have data meetings to discuss how the students in each grade level are doing and if further assistance is needed.

At our school we have our high school Trojan Time come into our elementary classrooms on the last Friday of every month and do a mentoring time. Teachers are available before and after school if a student needs help with an assignment.

This year we have merged our Student Assistant Team (SAT) with our MTTTS team and made a Problem Solving Team (PST) where we can continually check

on students and make sure they are getting the assistance they need to meet the challenging state academic standards.

We have licensed therapists at the school to help our students (with parent permission). Our elementary counselor works with grades K-5 twice a month helping students make changes in ways of thinking, feeling, and behaving. She has developed strategies and plans necessary to accomplish these goals.

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.*

Scribner-Snyder provides multiple professional development opportunities. Teachers and paraprofessionals have professional development in academics, behavior, and special education. This year we have adopted a new math curriculum and there have been walkthroughs with our math liaison from the ESU.

We had a few new para's this school year who have completed project para.

4. Strategies to increase parent and family engagement

4.1 *Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.*

The School- Parent Compact is distributed at the beginning of the school year. It is given to the parents in the Scribner-Snyder Handbook. We bring up and show the Compact and Family Engagement Policy during our parent meeting.

4.2 *Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.*

The parents were involved in developing the Title 1 Parent and Family Engagement Policy or Procedure by having the parents, teachers, and administration sitting in on the policy making process. This Policy is distributed to the parents/guardians to be reviewed and updated (if needed) annually at our Title 1 meeting.

4.3 *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.*

The annual parent meeting is held during the school year. We invite the whole family if they have a student in K-6. We usually provide a snack (during) or meal

(before) the meeting. The parents will go into the conference room or classroom depending on how many families show up and the students have an activity that they are able to do while the parents are in the meeting. During the meeting, we talk about what Title I is, what we do in the school, the testing that we do, opportunities for the parents to volunteer/come to the school, and we go over our documents (family engagement policy and compact).

5. Transition Plan

<p>5.1</p>	<p><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>
<p>Towards the end of the school year, we do a move up day. The students go up to the next grade for part of the day. The teacher goes over what is expected next year and shows the students things around the room they will need next year. The students going from elementary to middle school get shown how the transitions from class to class work. We are lucky that we are a small school because the students already know a lot (if not all) the high school teachers due to us intermixing. The school also has a night for Preschool/ Kindergarten round up. This is when potential students and parents can come and visit the classroom. We also have an open house at the beginning of the school year for students and parents to come into the school and see the layout of the classroom before classes start.</p>	
<p>5.2</p>	<p><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>
<p>Towards the end of the school year, we do a move up day. The students go up to the next grade for part of the day. The teacher goes over what is expected next year and shows the students things around the room they will need next year. The students going from elementary to middle school get shown how the transitions from class to class work. We are lucky that we are a small school because the students already know a lot (if not all) the high school teachers due to us intermixing. The school also has a night for Preschool/ Kindergarten round up. This is when potential students and parents can come and visit the classroom. We also have an open house at the beginning of the school year for students and parents to come into the school and see the layout of the classroom before classes start.</p> <p>Our Title I only covers K-6</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>Our Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day by having our Title I teachers push into the classroom for reading small groups/class interventions and pull out students to do interventions.</p>	

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

7.1	<p>Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i></p>
<p>N/A</p>	