

# 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:	Arcadia Public School
County Dist. No.:	88-0021-000
School Name:	Arcadia Elementary
County District School Number:	88-0021-002
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 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:	Mr. Craig Trampe
School Principal Email Address:	craig.trampe@apshuskies.org
School Mailing Address:	320 West Owens Street Arcadia Public School Arcadia, Nebraska
School Phone Number:	308-789-6260
Additional Authorized Contact Person (Optional):	Mrs. Kelsi Becker
Email of Additional Contact Person:	kelsi.becker@apshuskies.org
Superintendent Name:	Mr. Mike Williams
Superintendent Email Address:	mike.williams@apshuskies.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>
Mrs. Kelsi Becker	Teacher
Mrs. Cami Skaggs	Teacher
Vicki Bauer	Parent
Mr. Craig Trampe	Administrator
_____	_____
_____	_____
_____	_____
_____	_____

**School Information**  
*(As of the last Friday in September)*

Enrollment: 63	Average Class Size: 9	Number of Certified Instruction Staff 10
<b>Race and Ethnicity Percentages</b>		
White: 100 %	Hispanic: 4%	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 60%	English Learner: 0 %	Mobility: 0%

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

***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.</i></p> <p>Arcadia Public Schools utilizes all staff members and special teams (MTSS &amp; CIP) to analyze student data throughout the year to identify the needs of all children, particularly those who are failing or are at-risk of failing to meet state academic standards.</p> <p>One process we use to identify the needs of all children is the MTSS process. Following each benchmark period for FASTBridge, the team meets with each teacher to discuss each of their students' scores. From there, any specific intervention needed by the student is assigned and carried out. A reading improvement plan will be devised for those students who require interventions or progress monitoring based upon FASTBridge and MAP results. Throughout the rest of the year, our MTSS team meets on a weekly basis to review data from FASTBridge, MAP, and NSCAS data. Classroom teachers take turns each week to discuss student progress and analyze any new data from FASTBridge progress monitoring and any interventions. Adjustments to progress monitoring and interventions can be made during this time.</p> <p>In addition to our MTSS process, we utilize an all-teacher &amp; paraeducator led school improvement process. During one-two data digs per year, we analyze testing scores as a whole from NSCAS, MAP, and FASTBridge to determine strengths and weaknesses in science, math, and reading. From this data, we find new strategies to implement to address the areas of weaknesses we have within our school as a whole, especially within our specific school improvement goal area, which currently is to improve comprehension across the curriculum.</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>Arcadia Public Schools participates in a perceptual survey for parents, students, and staff each fall. These surveys primarily include Likert scale multiple choice answers to determine areas of strength and weakness for our school, but also includes open ended questions at the end where parents, staff, and students can offer additional feedback not otherwise addressed by the survey. These surveys are conducted via our school website, with links and reminders sent to parents multiple times in school newsletters, social media, and weekly announcements. Computers are available during parent-teacher conferences for parents to take the survey as well. Survey results are analyzed by the CIP Survey Committee and the CIP Steering Committee and shared with school administration for use in planning. Survey results from the previous year are typically shared as part of the annual CIP/Title 1 committee meeting.</p> <p>In addition, parents and community members are invited to give feedback and discuss school needs at all levels during our annual School Improvement/Title 1 parent meeting. During this meeting, presentations are given by CIP committees and Title 1 staff regarding our Title 1 program and our school's successes and needs for improvement. Opportunities for discussion amongst attendees is provided. Such input is encouraged both in and out of meetings. Please refer to the 1.2 folder for documentation.</p>
<b>1.3</b>	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Documentation will include action plans from the Continuous School Improvement Plan.</i></p>

Arcadia Public Schools is currently in year 3 of our 5 year school improvement process. The steering committee meets throughout the year to work on improvement goals for our school. The entire teaching staff gathers once or twice a year to analyze students' testing scores and report out on our current strengths and areas of growth based on the results. Our current goal is to increase students' reading comprehension across the curriculum. To achieve this goal, we have several strategies in place.

First, we are providing explicit vocabulary instruction. We currently use a variety of ALP vocabulary strategies including the fist of five and think pair share. We also use L to J school-wide every week to increase vocabulary across the curriculum. Our L to J consists of NSCAS vocabulary as well as grade level academic word lists.

Next, we implement a robust MTSS process. We provide multi-tiered levels of support for students in the lowest quartile of comprehension by using a variety of different interventions including Lively Letters, Sound Partners, Six-Minute Solutions, Story Grammar Marker, Barton, Story Champs, MobyMax and other online resources. MTSS staff meets with one elementary teacher per week to go over each student in his/her class and to make necessary changes to students' intervention plans.

Additionally, our school incorporates research-based strategies into our daily instructional methods. Our teachers are currently receiving Marzano training through the ESU 10 using the resource The New Art and Science of Teaching by Robert Marzano. As our administration and staff continue this training, we will be adding new strategies and staff evaluation tools.

Our final strategy to reach our current goal is to increase student competency in writing to improve reading comprehension. We are in the process of setting learning targets for writing in each grade level.

Please refer to the 1.3 folder for documentation.

## 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.*

Arcadia utilizes it's MTSS team to monitor progress for all students and to provide additional assistance for students at risk of not meeting the challenging state academic standards. Following each benchmark period for FASTBridge, the team meets with each teacher to discuss each of their students' scores. At this time, the need for individual student participation in support programs is discussed as well as any necessary interventions for individual students. A reading improvement plan will be devised for those students who require interventions or progress monitoring based upon FASTBridge and MAP results. Throughout the rest of the year, our MTSS team meets on a weekly basis to review data from FASTBridge, MAP, and NSCAS. Elementary classroom teachers take turns each week to discuss student progress for all students and analyze any new data from FASTBridge progress monitoring and any interventions for at risk students. Adjustments to progress monitoring and interventions can be made during this time. The team is beginning to utilize EduClimber to better track student scores and progress.

Arcadia Public Schools employs one reading specialist and one math specialist to work specifically on interventions with reading and math as well as carry out regular whole group instruction. Their interventions consist of Sound Partners, Six Minute Solutions, MobyMax, and more. These two teachers are an important part of our MTSS team and provide valuable feedback to the team and classroom teachers each week on student progress and additional needs.

Another important member of our MTSS process is our school's guidance counselor who takes the time to work with students who may have mental health needs or just in need of social/emotional support. She, along with our speech pathologist, provide additional learning opportunities to all students throughout the elementary for social/emotional health by offering Second Step and Zones of Regulation instruction.

Finally, through the MTSS process, students may be determined to need additional services such as Speech, Special Education, PT, and OT. We provide opportunities for these students to receive these services. Our PT and OT are in the building once per week and the special education and speech teachers are in the building every day providing services.

Last year, members of our MTSS team went to a training on the changes for MTSS. Our speech teacher attended a training on Lively Letters to improve her intervention techniques for younger students who struggle with phonemic awareness. Our reading specialist has also been trained in Lively Letters as well as a variety of other intervention techniques. Regular classroom teachers are expected to attend training throughout the school year to improve their own classroom instruction for the benefit of all students.

Please refer to the 2.1 folder for documentation.

### 3. Qualifications of instructional paraprofessionals

**3.1**

*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.*

All instructional paraprofessionals hired by Arcadia Public Schools involved with our K-6 students have met the ESEA requirements and have passed the ParaPro or ParaProject self-study certification and/or have the required college credits. These paraprofessionals have also attended PARA Education Conference by the NDE in the Fall of 2019.

Please refer to the 3.1 folder for documentation.

### 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.*

At Arcadia Public School, our Continuous School Improvement Plan identifies the need for staff development to increase student achievement. This cycle, we are specifically focusing on Marzano training for all of our teaching staff school-wide. Some paras have also been involved in this training. Outside of Marzano training, Covid has impacted our staff's ability to participate in training opportunities this year.

The goal for all professional development within the district is to provide opportunities for teachers to become more proficient in their teaching of core subjects by incorporating current research-based strategies to meet the needs of students with diverse learning needs. ESU10 is a huge resource for our staff to receive these types of trainings; however, training opportunities are not limited to those offered through the ESU. Staff are encouraged to attend other professional development events outside of the district and the ESU such as the Nebraska State Literacy Association Reading Conference, NETA, Google Summit, NAG, and anything that supports teacher effectiveness and use of academic data - especially those related to the current school improvement goal.

Our paraprofessionals attend district professional development days as well as paraprofessional trainings at the ESU each Fall.

Please refer to 4.1 folder for documentation.

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## 5. Strategies to increase parental and family engagement

<b>5.1</b>	<p><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>
<p>Our process for including parent input into the School Parent Compact is to bring our existing compact to our annual Title 1 meeting for parents, where the document is explained and discussed, with recommended additions or changes given by parents.</p> <p>The components of the School-Parent Compact are distributed with the Arcadia Public School’s enrollment handbook. Parents are asked to study and discuss the contents with their children. During individual Parent-Teacher Conferences each fall and spring, the parent and teacher review and discuss the importance of all parties fulfilling their role and responsibilities.</p> <p>Please refer to folder 5.1 for documentation.</p>	
<b>5.2</b>	<p><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>
<p>Arcadia Public Schools has a Parent and family Engagement Policy that was reviewed at the annual Title 1 meeting for parents in the fall of 2019 and again in January 2021. During this time, parents were given the opportunity to offer recommendations and additions to the existing document. The document can always be found on our school website and is provided to all families during the open house event each August.</p> <p>Please refer to folder 5.2 for documentation.</p>	
<b>5.3</b>	<p><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>
<p>Arcadia held its most recent annual Title 1 Parent Meeting on January 18, 2021. During this time, a presentation was given that describes Title 1 and how the funds are used in our elementary. School Improvement committee members also presented the academic assessment results of our students in the areas of Math, Science, and Reading as well as provided information from our fall perceptual surveys and our Caring About Self &amp; Others work.</p> <p>Additionally, parents were encouraged to ask questions and offer suggestions for improvements related to the use of Title 1 Funds. Input was also encouraged during a review of the School Parent Compact and the Parent and Family Engagement Policy.</p> <p>Our annual Title 1 Parent Meeting is always held in conjunction with our School Improvement meeting in order to encourage broader participation. Notifications about this event were provided on the school's Facebook page, newsletter, town sign, and various fliers posted throughout the school and community. An email was also sent to each parent this year containing the Zoom link for logging onto the meeting virtually.</p> <p>In addition to our annual Title 1 Parent Meeting, we typically offer a variety of parent and family engagement activities for all of our elementary students and their families; however, this year covid has prevented us from being able to allow parents into our building during school hours aside from parent-teacher conferences and our annual winter concert. On March 2, we held an outdoor “cruise night” event for all PreK-6th grade students and their families. They made stops throughout town at area businesses where they were met with teachers, paras, and community members encouraging reading through activities, snacks, coloring, a photo booth, and more. We are also planning an outdoor Kite Day for our elementary students and their parents/guardians in early April -</p>	

covid allowing. In August 2019, we hosted our annual Open House for all students and families PreK-12th grade. Parents had the opportunity to talk with administration, tour the building, meet with their students' teachers, and eat a free meal. Furthermore, we expanded our family engagement in the 2019-2020 school year to provide all elementary parents with opportunities to educate themselves as well as opportunities to engage with their children. Examples included a multi-cooker demonstration by the Valley County Extension Office for parents during parent-teacher conferences, family game night, family movie night, CPR training and healthy smoothie demonstration during our CIP/Title 1 meeting night (presented by our school nurse and wellness committee), donuts with dudes & muffins with moms during breakfast, and our family reading event during school hours during Read Across America week. Furthermore, during non-covid times, elementary teachers work to include parents in the classroom by asking them to volunteer to read, plan and attend class parties, and attend field trips with their child(ren). We look forward to resuming these activities once our Covid restrictions are lifted.

In addition to these things, the school and each individual teacher provide open lines of communication by sending home monthly newsletters and weekly schedules, social media posts, and having additional parent meetings as needed. We try to keep our parents informed of what is happening in our building as well as provide information (both positive and constructive) for parents about how their kids are doing at school.

Documentation can be found in folder 5.3.

## 6. Transition Plan

<p><b>6.1</b></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>Our preschool and kindergarten teachers work closely together to ensure a smooth transition from preschool into kindergarten for those students who are attending our public preschool. For example, our kindergarten and preschool students eat their lunch together each day, share recesses together, and participate in a variety of events together such as the QU wedding, SuperStar Red Carpet Event, Thanksgiving Feast, etc.</p> <p>In addition to these events, we also provide transition opportunities for students who have not attended our public preschool. We hold a kindergarten round up each spring, during which next year's Kindergarten class visits the Kindergarten classroom for the morning. A parent meeting is held during this event to provide information regarding transitioning to kindergarten and what to expect in the coming year. Our Open House at the beginning of the school year also provides kindergarten parents and students, as well as new patrons within the district, the opportunity to talk with teachers, tour the classroom/building, meet with administration, learn about new changes within the district, and more.</p> <p>Our MTSS and IEP teams work closely with the Kindergarten teacher, as well, by inviting her to IEP meetings for upcoming students. MTSS meetings are held at the end of each year and again at the beginning of each fall to provide opportunities for the preschool teacher, kindergarten teacher, and support staff to share information regarding incoming students prior to the beginning of Kindergarten.</p>	
<p><b>6.2</b></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). Provide supporting documentation in the corresponding folder.</i></p>
<p>For 6th grade students transitioning into junior high and their parents, an informational evening is held in May to discuss schedules, extra-curricular activities, 1:1 chromebooks, physical/immunization requirements,</p>	

parent involvement and lockers and responsibility of belongings. A day is set aside in the spring for them to shadow a junior high student for the day. This visit includes eating breakfast and lunch with the junior high students and meeting all the middle and high school teachers. Our guidance counselor also works with them on their class schedule for the coming year at this time.

In addition to this transition event, students are provided with a few other opportunities to engage with junior high and high school students throughout the year. In the spring, the 6th grade students have the opportunity to march with the 7-12 band. We also have “buddy days” during which 7-12 students walk with the students in the morning and interact with the elementary students (including those going into 7th grade) through a variety of events throughout the school year.

During the 2020-2021 school year, we began to implement an ACE day for all students. The goal of these days is to learn leadership, build confidence, and give both older and younger children the opportunity to work together - which aides in the transition of students from elementary to the upper level grades.

Finally, our MTSS and IEP teams work closely with the 6th grade and middle school staff by inviting them to IEP meetings for upcoming students. MTSS meetings are held at the end of each year and again at the beginning of each fall to provide opportunities for the 6th grade teacher, middle school staff, and support staff to share information regarding incoming students prior to the beginning of 7th grade.

## 7. Strategies to address areas of need

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

Our extended or increased learning opportunities beyond the instructional day include our High Ability Learner breakfast club, art club, Aggies Afterschool for ag-related projects, and a summer school program. Our summer school program is a two-week program that emphasises reading and math skills for students who are entering grades 1-6 in the upcoming school year. Summer services are also provided by our Speech Language Pathologist for students that have this service required in their IEP. Our reading interventionist also works with students who have a reading plan during this time.

All of our certified staff is attending Marzano trainings through the ESU10 that provide staff with interventions and teaching strategies to improve student engagement and quality of learning time throughout the school day.

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

**8.1** *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.*

We are working to improve our reading and math scores. Our Title 1 funds are designated for teacher’s salaries. General and state funds are used to assist in achieving our instructional goals and student success. The district works in partnership with Arcadia businesses to provide Arcadia students hand-on, authentic learning experiences.

Title I funds are used to pay for 52% of a teacher who works with our Title I program, and for 50% of a paraeducator. A set aside is also part of the Title I grant that the District is responsible for through a consortium managed by E.S.U. #10. The set aside funds are for professional development of teachers and/or paraeducators.



The District also uses other funds, such as REAP, IDEA, or HAL funds to purchase technology hardware, for personnel costs with a special education staff, or programs or activities for our K-12 high ability learners. Local funds provide for the instruction of our students, maintenance of our facilities and vehicle fleet, and the general overall operations of programming and services that are not funded through Federal or State monies.