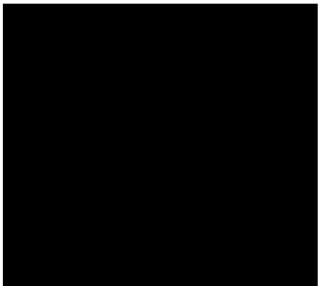
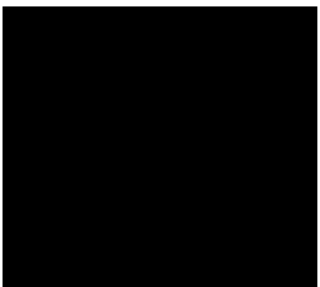


Title I Schoolwide Plan

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



District Name:		Kenesaw Public Schools	
County Dist. No.:		14	
School Name:		Kenesaw Elementary School	
County District School Number:		3	
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:		Joe Wiechman	
School Principal Email Address:		jwiechman@kenesawschools.org	
School Mailing Address:		110 N 5th Avenue, P.O. Box 129 Kenesaw, NE 68956	
School Phone Number:		402-752-3215	
Additional Authorized Contact Person (Optional):		Taylor Brase	
Email of Additional Contact Person:		tbrase@kenesawschools.org	
Superintendent Name:		Rick Masters	
Superintendent Email Address:		rmasters@kenesawschools.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

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
 <hr/> <hr/> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/> <hr/>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 149	Average Class Size: 18	Number of Certified Instruction Staff: 12
Race and Ethnicity Percentages		
White: 95 %	Hispanic: 5 %	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: 35 %	English Learner: 0 %	Mobility: 0.0998 %

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

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

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 instruction. Provide supporting documentation in the corresponding folder.</i></p> <p>Students K-6 are assessed using the Acadience assessment three times a year, beginning (August), middle (December), and end (April). Student data is entered into the Acadience Learning Data Management system. Through this system, students are identified as above, at, below, or well below benchmark. Students that fall below or well below benchmark are progress monitored weekly or by-weekly and are considered for academic intervention. Students in K-3 that fall below or well below are also put on an IRIP which requires that they are progress monitored and receive intervention in the area of reading. A formal plan is written for students receiving IRIP interventions. The plan is communicated to parents and documented according to LB 1081 requirements.</p> <p>Students K-6 are also assessed using MAP and Star Reading. This data is used alongside the Acadience assessment to determine areas of need. Another assessment used for students that fall below benchmark is the PAT-2 test. These assessments are used together when analyzing student data, interventions matching each student's needs are determined and put into place.</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. Provide supporting documentation in the corresponding folder.</i></p> <p>A High Reliability Schools survey was conducted in the fall. With this survey students, parents, staff, and administrators were surveyed. The survey was sent out to all participants through email and PowerSchool. According to our Marzano HRS survey the above leading indicators were designed to help school leaders determine what is already working well and identify areas in need of focused attention. The High Reliability Schools survey covers eight leading indicators, the leading indicator 1.4 takes into consideration much of the work done surrounding the position of our Title teacher and their collaboration with regular classroom teachers to meet the needs of students:</p> <p>HRS 1.4 Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students. The survey data from this leading indicator showed there was a lot of discrepancy between parent, student, and teacher perceptions. This will be a focus for ensuring the Title position is used to meet the needs of students throughout the elementary.</p> <p>We conducted a financial survey in March 2020 to get an idea of the community financial situation. The survey also asked the general question if parents were aware we had a title teacher, about 75% of the respondents said yes, about 25% said no. In summary: 11 of 37 families surveyed appeared to meet the federal income guidelines. This information would suggest we have about 29% of our students qualifying for free and/or reduced meals. 154 total household members were accounted for, of those 154, 45 appeared to meet the federal guidelines. 45/154 is also about 29%.</p> <p>NDE perceptual data indicated students are generally happy at Kenesaw, but would like support in their own individual learning. Some parents also indicated better individualized learning could occur and that communicating those expectations needed to be improved. Our current title program takes advantage of the</p>

LB1081 requirements of IRIPs and uses those guidelines and forms to develop ways to communicate effectively with parents.	
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>
<p>The addition of a 1.0 FTE Title teacher to Kenesaw Public schools was in response to low elementary reading test scores in Dibels, MAP, and NESAS/NSCAS test from the past 5 years. Previously, Kenesaw operated with a 0.5 FTE Title teacher. School improvement in reading is being guided by the Nebraska MTSS framework. Our Title teacher will be used for Tier 1 and Tier 2 students in supporting the regular education teacher in developing reading specific skills. Students will receive explicit and focused instruction in phonological skills to improve reading. Strategic Planning Framework Guiding Principle 2: Instruction, Curriculum, and Learning 2.1a through 2.1f outlines how our district will develop a long term plan for implementing improvements throughout the elementary.</p>	

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>
<p>DIBELS/Acadience, MAP, STAR, and PAT2 testing are used to determine instructional strategies to be used on an individual basis. Lively Letters, Phonics for Reading, Sidewalks, Reading Milestones, Lexia, RAZ kids, Six Minute Solutions, along with a few other interventions are used for students at risk in Reading/Language Arts. Our district is working on identifying priority standards in Language Arts and aligning curriculum K-6. Data will continue to be analyzed to determine the needs of students. Our district also has a Licensed Mental Health Practitioner that sees individual students weekly. Kenesaw also employs a full time guidance counselor who works with students K-12 on a regular basis.</p> <p>Kenesaw and ESU 9 data is also included. The data shows a lower performance trend for students in Kenesaw. The desire is for our title program to work in collaboration with our regular classroom teachers to improve scores for all students.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<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>
<p>Kenesaw Elementary School employs three paraprofessionals that meet the ESSA requirements of either 48 credit hours from an accredited college, an associates degree from an accredited college, or have passed one of the approved state assessments. Paraprofessionals are included in whole staff professional development days to stay up to date with district changes and additional learning opportunities provided to staff. Paras are offered opportunities to participate in professional development specific for paraprofessionals through the ESU and state level.</p>	

4. High quality and ongoing professional development

4.1	<i>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.</i>
<p>Kenesaw Public Schools offers ongoing professional development of all staff including administration, certified, and classified staff. All administration, teachers, and paraprofessionals receive training with Marzano Instructional Framework. Using Marzano’s framework, staff is asked to write professional goals to help grow as educators and provide quality instruction for our students.</p> <p>Kenesaw Public School’s professional development is focused on the needs of our students and provides continuous support for teachers and staff to remain up to date on teaching strategies to best support all students. Our professional development addresses identified needs of our school in direct connection to Nebraska State Standards and assessments used. Paraprofessionals, teachers, counselor and administration have attended training in the High Reliability Schools process.</p>	

5. Strategies to increase parental and family engagement

5.1	<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>Parents are given the opportunity to go over the parent compact at the annual meeting each fall. When the compact is provided to the parents it is briefly discussed giving the parents/families an opportunity to provide input, make changes, and/or make additions to the compact. Families are given a copy of the compact. Parents and students are both encouraged to sign the compact, a staff member also signs the compact. The compact is returned to school where it is kept on file.</p>	
5.2	<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>The Parent and Family Engagement Policy meets the Title I requirements. The policy is posted on the school website and is available to families at the annual meeting. At the annual meeting the policy is reviewed and parents are encouraged to share their input.</p>	
5.3	<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 teacher schedules the annual meeting in fall during September parent-teacher conferences. During the annual meeting the Parent and Family Engagement Policy and the School-Parent Compact are discussed. At the parent-teacher conferences fall testing is reviewed which includes results of DIBELS/Acadience and MAP testing. Pupil Educational Plans (PEPs)/progress reports are sent home each quarter to inform families of current progress and future goals. Parents are contacted throughout the year and given updates on celebrations of student success and/or concerns about students.</p> <p>A book fair is hosted each year in the school library. The book fair provides the opportunity for students and families to browse and purchase books. Many teachers send home book orders for families to purchase books to engage in reading at home. Parent volunteers are welcome in classrooms and on field trips throughout the year. Family members are welcome in the school building and are encouraged to participate in school activities.</p>	

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
<p>Kenesaw Elementary offers a Kindergarten round up each Spring. This allows incoming Kindergarten students to spend a half day in the Kindergarten classroom with staff that will also work directly with them during their kindergarten year. The students are able to see the school and become somewhat familiar with the expectations and procedures of the elementary school. Transition meetings with the Kenesaw Preschool staff, Kindergarten teaching, Special Education teacher, and the Speech-Language Pathologist are also held in the spring. Kenesaw preschool students also have activities in the spring where they do activities with the music and art classes and go through the lunch line to become familiar with that process. Kenesaw offers summer school for all students transitioning to preschool and to kindergarten - 10 days at 2 hours each day. This is taught by a preschool teacher and the kindergarten teacher. Teachers use same expectations and procedures to support transitions, ie. behavior models, classroom rules/routines.</p>	
6.2	<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). Provide supporting documentation in the corresponding folder.</i>
<p>Students transitioning from 6th grade on the elementary side to 7th grade for the middle school are involved in transition preparations from 4th grade to 6th grade. The 4th - 6th grade teachers are departmentalized and the students transition from classroom to classroom for different content areas: Math, Science/Social Studies, and Reading. The students are engaged in a homeroom atmosphere and specials in the afternoon. The 5th and 6th grade operate using the high school bell schedule and many of their classes transition to the 50 minute periods.</p> <p>Students showing the need for additional support are placed on a watchlist for middle school and provided additional study opportunities and support from classroom and specialist teachers.</p>	

7. Strategies to address areas of need

7.1	<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. Provide supporting documentation in the corresponding folder.</i>
<p>Kenesaw staff, both certified and classified, provide opportunities for students to receive additional support before and after school. A daily homework club is hosted for students that need support in any subject area. Offering this homework club provides students with extra instruction on difficult concepts or additional support with developing good study habits.</p> <p>At the Kenesaw Elementary schedule there is a built in intervention time where students can be pulled to receive needed reading intervention. Fourth through sixth grade is also given a study hall time which allows the students to get additional support from their core reading, math, science, and social studies teacher. Additional teachers and support staff are available during this guided study hall to support students.</p> <p>Kenesaw Elementary students also participate in IXL and Accelerated Reader. Kenesaw Elementary also offers summer school for students.</p>	

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. Supporting documentation may also be placed in the corresponding folder.

Kenesaw Public Schools currently only has access to Federal Title funds. Those funds are used to finance the salary of the Title 1 teacher. The remaining portion of her salary and benefits are paid through local funds. There are no state funds tied to our Title program.

Currently, our funding does not exceed the salary and benefits of our teacher. Therefore, any intervention and remediation curriculum resources are purchased using local district funds.

The progression of this position can be seen through our progressive commitment of the program. The program began as a ½ FTE position and has evolved into a dedicated 1.0 FTE position during the 2019-2020 school year.

Title 1 funds allocated - \$38,083 RLM

Current salary and benefits for Title 1 position: \$

Taylor Brase

Base Salary	\$50,540.00
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Fringe	\$29,764.35
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Total	\$80,304.35
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