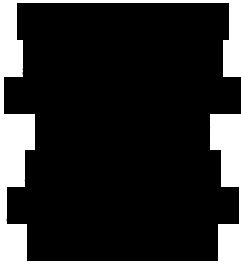
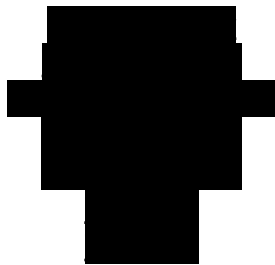


Title I Schoolwide Plan

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):	Aimee Chipps	
Email of Additional Contact Person:	achipps@kenesawschools.org	
Superintendent Name:	Rick Masters	
Superintendent Email Address:	rmasters@kenesawschools.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Confirm Schoolwide Plan will be 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 & at least one student if Secondary School)</i>		<u>Titles of those on Planning Team</u>
		
School Information <i>(As of the last Friday in September)</i>		
Enrollment: 121	Average Class Size: 17	Number of Certified Instruction Staff: 11
Race and Ethnicity Percentages		
White: 96 %	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 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 33 %	English Learner: 0 %	Mobility: 0 %

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

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

Place documentation in the 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 curriculum, instruction and assessment decisions.</i></p> <p>Students K-6 are assessed using the Acadience assessment three times a year. Students were assessed in September, December, and 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 bi-weekly and are considered for academic intervention. Students in K-3 that fall below or well below benchmark are also put on an IRIP (Individualized Reading Intervention Plan) 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 area(s) 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>As a district, we will conduct annual surveys to gather data from the community. In the fall of 2019, we conducted a high reliability survey to collect data on our day to day school processes as we worked through improving Kenesaw Public Schools with level 1 of High Reliability Schools. The survey was used to determine initial steps in improving school operations. It identified the need for a school-wide Title program. During the spring, we will annually conduct the Nebraska Department of Education perceptual data survey to collect feedback on the overall perception of Kenesaw Public Schools as the year has progressed.</p> <p>The Title I teacher sent out a google form in the spring to families and the community to provide feedback on the Title I program, ask questions, provide ideas for family engagement, and request changes for Title I documents. The link to this form was posted on social media, the school website and a QR code was sent home on paper. Survey results showed that around 60% of respondents feel they have enough opportunities to be involved with their child's education and 40% would like more. 70% of respondents expressed a need for more communication from teachers about their child's education and success and 30% would like more activities to be held at school.</p> <p>The Title I teacher is also available during each parent-teacher conference night. Parents are able to visit, express needs, ask questions and receive information and resources to further their child's education at home.</p>

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>As of August 2022, Kenesaw has a 1.0 FTE Title I teacher that works with students in kindergarten through sixth grade. Students are identified to work in Title I by reviewing the data from their Acadience, MAP, Star, and NSCAS tests. Kenesaw Public Schools applied and was approved for Schoolwide Title I in April of 2020. By becoming Schoolwide Title I, we have been able to better serve all students that need assistance in the areas of reading and math. Our Title I teacher is used for Tier 1 and Tier 2 students in supporting the regular education teacher in developing reading specific skills and providing interventions to Tier 2 students. Students will receive explicit and focused instruction in phonological skills to improve reading.</p> <p>The 2020-2021 school year included the introduction of ECRI and Heggerty to the primary reading grades to help enrich our current reading curriculum and provide students with explicit instruction to strengthen their phonemic and phonological awareness. School improvement in reading is being guided by the Nebraska MTSS framework. In the 2022-2023 school year, an ELA committee guided by an ESU9 facilitator piloted several ELA curriculum resources to replace an outdated balanced literacy program. Into Reading and Foundations were adopted and will be implemented in the 2023-2024 school year. These programs will align us more closely with the science of reading.</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>Acadience, MAP, STAR, and PAT2 testing are used to determine instructional strategies to be used on an individual basis. Focusing on the data of Acadience, MAP, STAR, and PAT2 we discovered the needs of vocabulary enhancement for our students. Analyzing this data allowed us to group and teach at each students' instructional level.</p> <p>PRESS, Lively Letters, Sidewalks, Reading Milestones, Lexia, RAZ kids, Six Minute Solutions, ECRI, Heggerty, 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.</p> <p>Our district has a Licensed Mental Health Practitioner that sees individual students weekly. Kenesaw employs a full time guidance counselor who works with students K-12 on a regular basis.</p>	

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>
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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. 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.

Kenesaw has a 2 o'clock early dismissal every Wednesday. This time is used for PLCs. During PLCs we work both in small group and whole group settings. ESU 9 MTSS Facilitator / Instructional Coach and Professional Development Specialists are brought in to provide professional development in different areas. Professional development days are set aside throughout the year to review data, receive training, and work together to become more effective educators. Kenesaw is also contracting with ESU 9 to provide special education support as we transition to an MTSS building. This support is guiding the re-development of MTSS, SAT, and Special Education processes from PK-12. It will include transition plans and steps to take for referring a student for additional services. During the summer of 2022, our MTSS team attended a session at ESU9 to work on our MTSS referral processes and documentation and put these new resources into effect during the 2022/2023 school year, providing for a much more streamlined, data informed process for intervention and referral.

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>An explanation of the School-Parent Compact was given at the annual meeting. Each family was given a copy of the compact sent home the Friday before the annual meeting, giving them the weekend to review the document. During the annual meeting it was encouraged to suggest changes, make additions, and/or provide feedback. In the spring, a google form was created for families to have another change to give feedback and suggest changes. 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. The compact is also available to families on the school website.</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>The Parent and Family Engagement Policy meets the Title I requirements. The policy is posted on the school website and is provided to families prior to the annual meeting in order to review the policy. At the annual meeting the policy is reviewed and parents are encouraged to share their input. In the spring, a google form was created for families to have another change to give feedback and suggest changes. Along with the google form created the families were provided with contact information for the Title I teacher to provide feedback in that way if it is more convenient than the online form.</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 Literacy Night held in November was paired with the annual Title 1 meeting. During the annual meeting the Parent and Family Engagement Policy and the School-Parent Compact are discussed. An overview of the Schoolwide Title I program, our Title I teachers qualifications, Title I funding allocations, assessments, curriculum, etc. Available during the meeting and after the meeting were again the meeting agenda, the School-Parent Compact, and the Parent and Family Engagement Policy.</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><u>Preschool:</u></p> <p>Kenesaw Elementary offers a Kindergarten round up each Spring. This allows incoming Kindergarten students to spend time 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 teacher, 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 participate in music and art classes and go through the lunch line to become familiar with that process. Kenesaw offers summer school for students transitioning to preschool with an IEP. This is taught by a preschool teacher and the kindergarten teacher. Teachers use the same expectations and procedures to support transitions (i.e. behavior models, classroom rules/routines etc.) Parents are invited to a meeting to provide information about transitioning to Kindergarten, meet the teacher, and hear from the school nurse about the health requirements students must meet and paperwork students must have before coming to Kindergarten.</p> <p><u>New Students:</u></p> <p>When new students come to Kenesaw our front office requests records from the previous school. Their grade level teacher at Kenesaw is informed and that teacher works to prepare for the students arrival. The students and parents are welcome to visit the school and meet the teacher prior to the student starting, if they choose. Students are usually partnered with a model peer to help them learn the layout of the school as well as help them with classroom/school routines and procedures.</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>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</p>	

classroom for different content areas: Math, Science/Social Studies, and Reading. The students are engaged in a homeroom atmosphere and specials in the afternoon.

In the Spring, grades 4 through 6 meet to complete the data and information sheet on the current 6th graders. This data sheet will travel with the 6th grade class and will be presented to the middle school and high school teachers. During this data review day in the fall, both Title I and Resource are included to provide additional information that may be useful regarding students.

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.

Each Junior in high school takes the ACT in the spring. For students in high school transitioning to post secondary education or the career field the school provides opportunities for these students to talk to colleges and visit career fairs to gain more information about life after high school.

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>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>The Kenesaw Elementary schedule has a built in intervention time where students can be pulled to receive needed reading intervention. Fourth through sixth grade is also given 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 which extends learning. Kenesaw Elementary offers a summer reading program where students are encouraged to read during the summer and able to earn a small prize in the fall for completion.</p>	