

# 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:	Ralston Public Schools
County Dist. No.:	28-0054
School Name:	Karen Western Elementary
County District School Number:	004
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 checked="" type="checkbox"/> Yes <input 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:	Andrew Mather
School Principal Email Address:	andrew.mather@ralstonschools.org
School Mailing Address:	6224 H Street, Omaha NE 68127
School Phone Number:	402-731-7477
Additional Authorized Contact Person (Optional):	Dr. Cecilia Wilken
Email of Additional Contact Person:	cecilia.wilken@ralstonschools.org
Superintendent Name:	Dr. Mark Adler
Superintendent Email Address:	madler@ralstonschools.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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Andrew Mather</u> <u>Anne Johnson</u> <u>Halley Relihan</u> <u>Gina Yowell</u> <u>Bri Jensen</u> <u>Margaret Knight</u> <u>Eunice Bagley</u>	<u>Administrator</u> <u>EL Teacher</u> <u>2nd Grade Teacher</u> <u>6th Grade Teacher</u> <u>School Psychologist</u> <u>Reading Specialist</u> <u>Parent</u> <hr/> <hr/> <hr/> <hr/> <hr/>

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

Enrollment: 194	Average Class Size: 17.6	Number of Certified Instruction Staff: 23
<b>Race and Ethnicity Percentages</b>		
White: 34.7 %	Hispanic: 53.9 %	Asian: 0 %
Black/African American: 3.5 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 6.9 %	
<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: 73 %	English Learner: 26 %	Mobility: 8 %

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

*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**

<b>1.1</b>	<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>All certified teachers are given training on how to analyze data to guide instruction related to student needs, both at the building and district levels. We utilize the MTSS structure, focusing on a balance between core (Tier 1), targeted (Tier 2), intensive (Tier 3) supports that are needed to close the gap in student achievement. Students are assessed three times a year using Fastrbridge and Really Great Reading phonics assessment. This data provides screening data for our intervention team to identify students who are in need of additional support in tier 2 or tier 3. Data is also analyzed from the classroom. Teachers utilize formative assessments and district common assessments to group students for additional intervention. This is done through our professional learning teams.</p> <p>Each fall, our intervention team meets to discuss students who have qualified for the reading improvement act. These students are grouped based on their need and their instructional levels to provide them targeted reading intervention by our reading specialists, EL teacher, and special education teacher.</p> <p>All of this data is utilized as part of our professional learning community to drive our tier 2 WIN (what I need) time and our intensive tier 3 support.</p>	
<b>1.2</b>	<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>Each year we hold a Title I Parent Meeting to share our school wide plan and gather input from Parents. School improvement data and goals are shared with parents each year at family nights and parent teacher conferences. We also had parents complete a culture and climate survey. The survey link was sent out through our newsletter, and was also provided to parents as a paper copy at parent teacher conferences.</p> <p>Also, every year, all RPS staff has been given the opportunity to voice their concerns for areas of growth and give their opinions on the strengths of Karen Western Elementary School through the Humanex Culture and Climate Survey. When survey results become available we follow up with our staff to review the results and identify goals for improvement.</p> <p>Parents were invited to provide input on a Multi-Year Calendar survey. We took the feedback from the survey and made a few adjustments. For example, we shifted the start date, added a few days to winter break, and changed MLK Day to a "no school" day.</p>	

<b>1.3</b>	<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>Our intervention team and school improvement team meet bi-weekly to analyze data, progress on our school improvement goals, and to identify any new focus areas based on our continuous data.</p> <p>This year, our team focused on three specific areas based on our building data. 1. Rigorous core instruction and alignment of learning in the area of reading, 2. EL proficiency based on ELPA 21 and students who are on track, and 3. Chronic absenteeism.</p> <p>We have focused our professional development on these areas by providing staff with opportunities to dig deeper into the science of reading and best practices in reading instruction. This was done in conjunction with Wildewood Elementary and Educational Service Unit #3. We have also been a participant in the Nebraska Department of Education MLL project through Educational Service Unit #3. Through this process, our team has identified goals specific to our el proficiency and incorporating best practice el strategies across all areas of our building.</p> <p>We have developed numerous attendance incentives, including here on time days, attendance awards, and classwide rewards to promote positive attendance.</p>	

**2. Schoolwide reform strategies**

<b>2.1</b>	<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>We identify students who are at risk of meeting the academic standards through our data analysis and then provide them with the appropriate intervention or support based on that data.</p> <p>Students who are identified as at risk in phonics or reading comprehension are provided an intensive reading intervention with one of our reading specialists. These interventions are tailored to meet the specific needs of the student.</p> <p>Students who are identified as at risk in the area of social/emotional through sabers are provided individualized or group social skill development or counseling time with our school psychologist/counselor.</p> <p>The EL department provides interventions based on language acquisition needs and skills deficits. Our group times vary for students based on language proficiency levels.</p> <p>Students also receive targeted intervention in tier 2 that focuses on the grade level content that students have not currently mastered.</p>	

### 3. High quality and ongoing professional development

<b>3.1</b>	<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>Ralston Public Schools follows all Title I requirements for highly qualified paraprofessionals. All paraprofessional openings in Ralston specify that the candidate must possess (a) a high school diploma or GED and a minimum of 48 credit hours of post-secondary coursework or (b) an Associates degree from an accredited college. Those candidates that do not meet these requirements are required to earn a minimum passing score through a state approved assessment (i.e., Project Para). Introductory training materials are provided to all paraprofessionals through either Project Para or the Master Teacher Para educator training program at no cost to the employee. In addition, all instructional paraprofessionals are required to complete an annual Suicide Awareness and Prevention training at the beginning of the year as required by LB 923. Additional initial orientation and training opportunities are available on an “as needed” basis at the building level at the discretion of the principal.</p>	

### 4. Strategies to increase parent and family engagement

<b>4.1</b>	<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>Karen Western holds a Title I meeting every year to give all parents an opportunity to learn and provide input to us on our school improvement plan. Additionally we engage and involve our parents through our website, Facebook page, Title I Math and Reading Nights. This gives our parents consistent reminders on how to get involved in our school community and the consistent reminders also give our highly mobile families an opportunity to get involved no matter when they arrive at our school.</p>	
<b>4.2</b>	<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>Parents are directly involved during the Annual Title I Parent Meeting. At that meeting we review our School Improvement Plan and we review the Family Engagement Policy.</p>	
<b>4.3</b>	<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>To ensure we get as much parent participation in our plan as possible, we provide parents the opportunity to meet on parent/teacher conference night in the fall. We hold these in conjunction with each other to ensure parent involvement. The Title I meeting is held through a presentation provided to parents regarding our school improvement plan, growth opportunities, and focus areas that the building is focused on. We seek input from the parents and encourage parents to share how their students can best be supported.</p>	

## 5. Transition Plan

<b>5.1</b>	<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>At Karen Western, we provide multiple opportunities for a successful transition into or out of our school. Karen Western staff begin making contact with families the summer prior to school starting through home visits to each student that will be in the teachers class in the upcoming year. This serves as an opportunity for them to introduce themselves, answer any questions from students/families. Interpreters attend if the family speaks another language besides English.</p> <p>In August each year, we hold an open house for families to come in prior to school starting. This allows them to see the classroom and connect with the classroom teacher again prior to school starting.</p> <p>When new students enter Karen Western, we connect with the previous school of that student to build a collaborative partnership to best support the student as they enter a new school. We also provide all new families with a tour of the building, and an informational packet.</p> <p>Kindergarten Orientation is held each April/May to introduce incoming kindergarten students to the building and what kindergarten will look like. This is also a time we are able to provide parents with available supports they may need to ensure success for their students.</p>	
<b>5.2</b>	<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>In March we hold 6th grade transition meetings with Middle School Staff to plan for their transition. Members of the Karen Western staff (classroom teachers, special education, speech, school psych, principal) meet with the middle school staff (teachers, special education, speech, school psychologist, principal). At this meeting information is shared about specific students including behavior plans, staff response plans, academics, social issues, etc.</p> <p>We also bring the Middle School principal and guidance counselor to the building to meet with our 6th grade students. Here, they discuss registration and answer any questions students have about transitioning up to the middle school.</p> <p>The Middle School also offers a Bridge to Middle School summer school program where incoming 7th graders have the opportunity to participate. This program focuses on academics, but also helping students adjust to middle school (i.e: practicing opening lockers, familiarize themselves with the building, etc.)</p> <p>We hold grade level meetings at the conclusion of each school year to discuss students as they transition up to another grade level to ensure smooth transition between the school years.</p>	

## 6. Strategies to address areas of need

<b>6.1</b>	<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>With our breakfast in the classroom program, students are able to arrive at school 20 minutes earlier. This allows teachers the flexibility to pull small groups of students to work on concepts they struggle with. Also, this allows other students the opportunity to increase their stamina in reading for pleasure, and be ready to start the day promptly at 8:15 am. Preschool students are served breakfast in a family-style meal, allowing for integration of social-emotional development and academic schools into the morning breakfast routine.</p> <p>Each year students in Preschool through 5th grade are invited to Jump Start, Ralston's summer school program. These students are selected based upon MAP and Fastbridge scores in Reading and Math. Class sizes remain small and ample amounts of support are provided to ensure instruction can be tailored to meet the needs of students. Students are assessed at the beginning and end of summer school to ensure and track growth.</p>	

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

<b>7.1</b>	<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>Federal funds are utilized to support the diverse needs of our students. We know that by leveraging the strengths of our staff, and investing in their growth we will be able to support student growth and achievement to close the gap. Additionally, we look to ensure that staff have the resources they need to support students - in terms of time and materials. Our district achievement plan, which focuses on PLCs looks to intervene with students immediately, through a structured block of time, in addition to an additional foundational skill intervention time. Therefore, a large portion of our Title I funds are spent on staff for intervention, summer school, family engagement, professional learning, and materials for supplemental instruction. This is integrated with our use of Title II funds which we use to support the growth and retainment of our teachers and administrators. Lastly, Title III funds are used to support the unique needs of English Learners through staff that provide instruction to EL students, materials for supporting language acquisition, EL summer school opportunities for newcomers, and professional learning for staff. IDEA funds allow us the opportunity to provide support students who have been identified as needing special, individualized support through an Individual Education Plan.</p>	