

# 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 gray box and type

District Name:	North Bend Central Public Schools
County Dist. No.:	27-0595
School Name:	North Bend Central Elementary
County District School Number:	27-0595-005
School Grade span:	PK-5
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input 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:	Tessie Beaver
School Principal Email Address:	tbeaver@nbtigers.org
School Mailing Address:	420 E. 11th St. Box 220 North Bend, NE 68649
School Phone Number:	402-652-8122
Additional Authorized Contact Person (Optional):	Randi Mimick
Email of Additional Contact Person:	rmimick@nbtigers.org
Superintendent Name:	Dr. Dan Endorf
Superintendent Email Address:	dendorf@nbtigers.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
---	---

<p style="text-align: center;"><b><u>Names of Planning Team</u></b>  <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p style="text-align: center;">Amy Voss          Tessie Beaver          Randi Mimick          Sarah Kruse          Jennifer Karnatz          Brent Cudly          Jenna Kavan          Jodi Dorcey          Charlie Muller          Jana Post</p>	<p style="text-align: center;"><b><u>Titles of those on Planning Team</u></b></p> <p style="text-align: center;">Parent          Administrator          Title 1 Teacher          Parent          NBE SPED Coordinator          ESU #2 Title I Consultant          2nd Grade Teacher          Kindergarten Teacher          5th Grade Teacher          4th Grade Teacher</p>
---	---

<b>School Information</b> <i>(As of the last Friday in September)</i>
--

Enrollment: 282	Average Class Size: 23	Number of Certified Instruction Staff: 25
<b>Race and Ethnicity Percentages</b>		
White: 96%	Hispanic: 2%	Asian: 0%
Black/African American: .3%	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 1.7%	
<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: 30%	English Learner: .81%	Mobility: 6%

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

***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 curriculum, instruction and assessment decisions.</i></p> <p>Information, such as enrollment, mobility rates, poverty, attendance, and graduation/dropout rates are available on the Nebraska Department of Education website. Information is also available for subgroups of poverty, Special Education, ethnicity, gender and free and reduced lunch.</p> <p>Grade level collaboration teams meet weekly to review available data on groups of students. The district has provided training for administration and staff to analyze data used for making decisions. Third-fifth grade level teams reviewed NESAs (2019-2020) data due to school closure (COVID), MAP (2020-2021), and Fastbridge (2020-2021) data to determine needs. Kindergarten-second grade level teams reviewed MAPS (2020-2021) and FASTbridge (2020-2021) data for decision-making.</p> <p>Data has been utilized throughout the MTSS process. The MTSS team has used FASTbridge data to calculate reading growth rates and determine criteria for decision rules. Assessment data has been reviewed by all staff to identify priority standards in reading and math in our school. Based on this data, instruction is differentiated to meet the needs of all students. With additional carry over funds the district plans to purchase student computers to further individualize and support our students in reading/math K-3.</p> <p>North Bend Central Elementary uses standards-based grading on a 1-4 proficiency scale in reading and math. Grade level teams have aligned priority standards with both reading and math curriculum. Grade levels have developed in-depth proficiency scales for each proficiency standard on report cards.</p> <p>Folder 1.1 contains: FAST data; MAP data; NESAs; TIP/SIP Plan; Decision Rules (Included in MTSS Plan); Important Dates; PBIS Data; Priority Standards; NBC District Data; NESAs Parent Report Letter; ELPA 21 data; Student Report Card - Standards Based</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>Yearly, the Learning Climate Committee distributes a survey to parents and students in grades 3, 6, 7, 8, and 11, and all staff. A post-graduate survey is also conducted. Results are gathered and compiled by Jeff Manka. This information is then shared with school staff and community members.</p> <p>An elementary reading survey is available for parents to complete at winter conferences. The results are compiled and shared with staff.</p> <p>Our school wide program has been expanded to include math. The new Eureka math curriculum was adopted in the fall of 2019. A Curriculum Night was held in early October 2019 for parents to learn about Eureka math and the new standards-based grading for math and reading.</p>

Folder 1.2 contains: Digital Equity Survey Results Elementary & District; Elementary Reading Survey; Elementary Reading Survey Results; Curriculum Night Invite; Curriculum Night Grade 3 Presentation; Curriculum Night Presentation on Standards Based Grading

**1.3**

*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.*

North Bend Central Public Schools is in the second year of this School Improvement cycle. Based on assessment data, survey results, and staff qualifications, the School Improvement team has developed goals and an implementation plan which includes intervention needs. The plan will coordinate the efforts of Schoolwide Title I planning, curriculum writing, assessment, the MTSS team and the TIP team. The district reading goal is improving reading comprehension. The SIP/TIP team has identified main idea as the reading target at NBE.

Folder 1.3 contains: NBE School Improvement Plan for PBIS, Reading, and Math

## 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.*

Needs assessment data are analyzed at the beginning of each School Improvement cycle to develop target goals and actions plans. Data used to monitor district progress is also reviewed by K-12 staff at the beginning of each school year. K-5 staff analyzes individual student reading data at collaboration meetings at least three times per year using MAP, FAST, and secondary data sources. To have accurate data, we use an online Fastbridge assessment system 3 or more times per year as well as weekly progress monitoring. Weekly grade level collaboration meetings are held to discuss student progress, and change instruction or add interventions if necessary. Students needing assistance are referred to our Student Assistance Team (SAT). This team coordinates plans and services, including counseling and mentoring, sets goals, and monitors progress towards these goals. Some of the services provided included: reading and math interventions, social circles, behavior modification plans, and weekly classroom guidance lessons and/or individual guidance sessions.

Wonders (2017) was adopted during the 2017-2018 instructional year. Weekly grade-level collaborations have focussed on pacing, aligning instruction to standards, and assessments. The core reading program is a minimum of 90 minutes per grade level. This includes whole group instruction and a focused small group instructional time. Language for Learning is used for our ELL students.

Units of Study Writing was adopted in the fall of 2017. A minimum of 30 minutes daily of writing instruction is provided at every grade level. Ongoing PD is provided through the educational service unit. Writing instruction is aligned with the Wonder reading program.

Eureka was adopted during the 2019-2020 instructional school year. Grade-level collaborations and professional development days have focused on pacing, aligning instruction to priority standards and proficiency scales, and assessments. The core math program is a minimum of 60 minutes per grade level. Number Talks have also been implemented within the math block. With the purchase of technology, our math program will be paired with software to offer additional assistance to our students.

Really Great Reading was adopted during the 2020-2021 school year. Really Great Reading is used K-2 during the small group reading block. Really Great Reading is taught in addition to the Wonders curriculum. Really Great Reading is also used with grade k-4 during reading intervention. Folder 2.1 contains: Professional Development List; Counseling Permission Form; SAT/IEP Worksheet; Important Dates; Collaboration Meeting Notes; Priority Standards

### 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. Provide supporting documentation in the corresponding folder.*

Professional development is ongoing. Four plus days a year are scheduled for in-service training, with topics to be determined based on the needs of our students and staff. Our focus is to incorporate high yield instructional strategies.

Staff members have been trained in Marzano Institute on the Art of Science and Teaching, FastBridge, Really Great Reading, Eureka, Number Talks, Seesaw, Wonders and Units of Study Writing along with various reading interventions. Professional development from the ESU has been provided to teachers quarterly for reading and writing instruction. A Wonders' program consultant has met with all staff members two times during the 2017-2018 school year to provide guidance on implementation of the reading curriculum. A group of staff members were trained in FastBridge during the 2019 school year. Paraprofessionals were trained in FastBridge during the school year by certified staff. Staff K-5 participated in Really Great Reading training during the spring of 2020, with the Interventionist completing additional professional development in the Fall of 2020. Professional Development for Eureka has been provided during the summer of 2019 and during the school year of 2019-2020. Number Talks professional development was incorporated during inservice days during the 2019-2020 school year. Additionally, staff was provided professional development using the learning/communication program Seesaw during the fall of 2020.

Numerous staff members have also completed behaviorally related training in the area of CPI and Positive Behavior Intervention Support. Leadership is provided at grade level team meetings and during district in-service days. The preschool teachers has ongoing professional development opportunities. A number of our paraprofessionals have been trained in a wide variety of interventions.

A mentoring program is in place for newly hired staff. Mentors and new staff members have an orientation day at the beginning of the school year, giving the participants time to get acquainted with each other and the school facilities. They are given a list of items to consider during the school year, including policies and procedures particular to each building. Throughout the year, the coordinator sends updates and reminders to the mentors to ensure that new staff members are regularly being made aware of upcoming events and/or important deadlines. The Education Service Unit #2 provides the "ESU2 New Teacher Academy" that gives support to first year teachers.

Folder 3.1 contains: PD Plan/Policy; Professional Development List 20-21; Professional Development Continuing Ed List; Mentoring Guide & Agenda; Really Great Reading Certificate

### 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>Parents were included in the initial development of this schoolwide plan and are involved in the yearly plan review.</p> <p>Folder 4.1 contains: School Parent Involvement Policy (Compact); Fall Meeting Parent Sign-In Sheet; Review Sessions Participants; Title I Annual Meeting Agenda &amp; Newsletter Announcement</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>Compacts and parent policies are provided to parents each fall in the school handbook. The compact is signed by the parents and is kept at the school for the current year. Each year at the annual parent meeting, parents have the opportunity to suggest revisions to the compact.</p> <p>Folder 4.2 contains: Board Parent Involvement Policy; School Parent Involvement Policy (Compact); Title I Annual Meeting Agenda</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>Parents are invited to an organizational meeting in the fall. Parents are given the opportunity to review and suggest changes to the compact. Translations of the compact and parent policies are provided as needed. Student progress reports are sent home each quarter and other assessment data is shared with parents during parent-teacher conferences.</p> <p>NBE hosts an open house at the beginning of each school year when parents and students can visit the classrooms and meet the teacher. Teachers explain grade level routines and expectations. Weekly school and classroom newsletters are sent home with students. Seesaw is used schoolwide as a communication tool with administration and classroom teachers. Parent-teacher conferences are scheduled two times each year to discuss student progress and concerns.</p> <p>Parents can also follow school events and access grades on the district website. In 2011, an NBE PTA group was established. The group provided resources and support for students, families, and teachers. They also host activities throughout the school year. A school book fair is held two times each year to promote family literacy. Book fair coupons were given to students whose parents attended the Open House meeting. Book and additional practice activities are sent home to encourage reading. (Book Fairs and PTA Activities were not held for the 2020-2021 school year due to COVID Regulations)</p> <p>Folder 4.3 contains: Fall Meeting Agenda; Fall Parent Teacher Conferences; Winter Parent Teacher Conferences; NBE Weekly Newsletter; Open House Announcement; Book Fair Announcement 18-19</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>
------------	---

Parents of all kindergarten-aged children are invited to attend kindergarten registration held each spring. Children are introduced to school by participating in classroom activities and are given a tour of the building. Teachers share information about the kindergarten program, skills taught in kindergarten, and offer suggestions for literacy development. This event is also published in the newspaper, The North Bend Eagle, and the District Newsletter. Tiger Cub Preschool began in 2012 at North Bend Central Elementary. In addition to talking to families at a home visit about the transition from preschool to kindergarten in May, the families are invited to attend the kindergarten registration. This event introduces parents and children to the kindergarten teachers and programs.

Folder 5.1 contains: Headstart Letter; Preschool Invitation; Round-Up Itinerary; Round-Up Announcement

**5.2**

*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).*

Each spring all K-4 students participate in a grade level shift up day at NBE when they visit their next year's classroom and teachers. Every fall parents and students are invited to attend the school open house.

Also, in the spring of every year, the fifth grade students are invited to the middle school for an upshift day. This acclimated them to the MS/HS building and routines they will encounter as they transition to sixth grade.

Folder 5.2 contains: Upshift Narrative; 5th & 6th Grade Transition Announcement

## 6. Strategies to address areas of need

**6.1**

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

Whole group instruction is provided by the classroom teacher. Leveled groups receive small group instruction within the 90-minute block. During small group instruction, classroom teachers, the reading specialist, paraprofessionals, and Special Education teachers provide a more intense and direct instruction in areas of need. Above and beyond the 90-minute block, teachers, the reading specialist, paraprofessionals, and Special Education teachers are used to help individual or small groups of students who need additional practice during a built in intervention block. The intervention block is scheduled in each classroom every day for extra reading, math or enrichment practice. Teachers determine interventions for students by analyzing data during the weekly grade level collaboration meeting. Student progress is monitored using the FastBridge (FAST) assessment benchmark goals. At weekly meetings, students' progress is reviewed and success is celebrated.

Differentiation occurs using reading data for high ability learners and students needing additional support.

The district provides additional programs such as the After School Program, Reading Classics, Character Council, and Future Problem Solvers in order to provide opportunities to extend or increase the learning time for students.

Folder 6.1 contains: Progress Monitoring Schedule; Title I Teacher Schedule; NBE Daily Schedule; Student Progress in Intervention Graph; High Ability in Grades 4 and 5 Narrative