

Title I

24-25 updated Schoolwide Plan

District Name:	Callaway Public School
County Dist. No.:	21-0180
School Name:	Callaway Public School
County District School Number:	21-0080-002
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:	Brittany Jesseph
School Principal Email Address:	bjesseph@callawaypublicschools.org
School Mailing Address:	101 N. Needham Callaway, NE 68825
School Phone Number:	308-836-2272
Additional Authorized Contact Person (Optional):	Wendy Dockweiler
Email of Additional Contact Person:	wdockweiler@callawaypublicschools.org
Superintendent Name:	JD Furrow
Superintendent Email Address:	jdfurrow@callawaypublicschools.org

Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public on the website.		x Yes <input type="checkbox"/> No
<u>Names of Planning Team</u> Jennifer Hickenbottom Brittany Jesseph Karen Weverka Wendy Dockweiler Melissa Eggleston Kendra Meyer Cathy Leibhart Kim Sallach		<u>Titles of those on Planning Team</u> parent administrator SPED teacher Title 1 parent 1st grade teacher MS ELA teacher 5th grade teacher
School Information <i>(As of the last Friday in September)</i>		
Enrollment: 68	Average Class Size: 10	Number of Certified Instruction Staff: 11
Race and Ethnicity Percentages		
White: 91%	Hispanic: 9%	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: 53%	English Learner: *%	Mobility: * %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
MAP (grades K-2)	
Acadience Dibels Reading	
NSCAS Growth (grades 3-8)	

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>Acadience data was analyzed in September to determine students who did not meet benchmark and who were needing an Individual Reading Improvement Plan per NE Reading Act. These students, K-3, were given a plan and intervention was started immediately to improve student reading outcomes. Other data points were also analyzed during this time. The teachers on the MTSS team will look at weekly progress monitoring data to determine intervention effectiveness and response to instruction. We make decisions to help close the gap for our lowest quartile learners. Documentation is in folder 1.1.</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>During fall parent teacher conferences 2018, parents were provided the opportunity to fill out a survey. Computer stations were set up and parents were encouraged to fill out the survey. At a CIP meeting the team analyzed the data and found that overall the parents were satisfied with climate, teachers, and curriculum. It was clear that continuing our strategies to involve parents and ensure student learning would be appropriate, however, we will always be looking for more ways to improve. Bullying was a concern that we will address. CHAMPS was a class attended by a few of our teachers to improve the positive behavior supports in the classroom. Second Steps was purchased and is being implemented K-8 in response to the bullying concerns. Marzano strategies are part of the professional development plan to ensure teachers are engaging students in the learning process. Another survey will be available in February of 2020, efforts will be made to include community members, as well as parents and students. Mr. Hanson has hosted several coffees and lunches outside the school to get feedback from the community on educational issues. Building tours for the community were conducted to showcase the technology integration and 10 people took advantage of these opportunities. Appropriate documentation is in folder 1.2.</p>
1.3	<p><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> <p>An MTSS process is in place to ensure students at risk of not meeting the challenging state academic standards are having their needs met. The Reading teacher/coach, classroom teachers, school counselor, and school psychologist determine individual student needs based on data. The Reading teacher/coach provides interventions based on these needs. Progress is regularly monitored and interventions are modified accordingly. MTSS is the umbrella and CIP, SAT, and PLCs are smaller teams that focus on different needs. The CIP action plan and MTSS meeting notes are in folder 1.3.</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>All students not meeting the criteria for the NE Reading Improvement Plan have their own Individual Reading Plan. The Reading teacher/coach meets with students needing extra assistance and she provides the intervention described in the plan. The Wonders dashboard is being utilized to help identify individual instructional needs. Acadience Math is also used however, the interventions are classroom provided. Edgenuity is being implemented to address the gaps in reading and math. Meetings are held bi-weekly to determine if the intervention is working and the plan can be modified at that time. The IRP will be found in folder 2.1.</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>All paraprofessionals have passed the ParaPro and documentation will be in folder 3.1. Most of the paras attend the paraprofessional training provided by ESU 10 in August. Paras also participated in a webinar provided by ESU and in November attended the para conference held in Kearney.</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>ESU 10 came to Callaway to provide assessment training specifically for the analysis of MAP and NSCAS data. We also unpacked our ELA, Science, and Math standards to determine alignment to our instructional materials and curriculum. This will help our teachers to make instructional decisions based on data. Elementary teachers take place in a biweekly hour PLC meeting and K-12 participate in a monthly PD. ESU 10 also provided training using the The Art and Science of Teaching by Marzano. The strategies are being implemented and walk-throughs are being conducted to determine fidelity to the strategies. In folder 4.1 you will find the ESU 10 pd list, the walk-through form, and the Marzano pd timeline.</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>Our school-parent compact was reviewed at the Spring parent meeting and at the fall parent-teacher conferences. Parents were given the opportunity to provide input on the compact. In folder 5.1, you will find the compact.</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>Our Title I Parent/Family Engagement policy was reviewed at the Spring parent meeting and at the fall parent-teacher conferences. Parents were given the opportunity to provide input on the policy. In folder 5.1, you will find the policy.</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>

Parents were invited to the annual Title I parent meeting that was held May 1, 2018. Information concerning the Title I program was given. The agenda included a review of the compact and the engagement policy. The parent/student survey was also provided. In the fall the Table Topics Dinner Conversation Start jars were created. The students shared with their families and took the jars home. In March we hosted a Read-In for the school and community to celebrate literacy. Throughout the school year the HEROs program provides individual student interaction between HS students and elementary students. During the month of May the Title I students wrote and artistically created a summer art project to display in the elementary. Their writing project was an incentive to invite their families to attend the Title I meeting and share ideas while enjoying their child's displayed work of art. The topic of summer slide was discussed with the parents to encourage reading and other learning opportunities during the summer at home. In folder 5.3 you will find the Title I meeting agenda and pictures of some of the events.

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>There is a kindergarten orientation in May that involves parents and children. It involves a separate session for parents and students. Parents are given information on Callaway Public Schools and kindergarten programming. New students are given a building tour by the superintendent. Because it is a small school we just focus on making the student feel welcome. There is an elementary to secondary orientation held in May in which 6th grade students travel to their secondary classes to meet the teachers, go over the curriculum and receive supply lists. Parents are also invited to attend. This day is organized by the school counselor.</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>Callaway High School seniors take a class with the counselor who provides specific information to students on how to transition successfully to post-secondary education or into the workforce. This includes arranging college visits, attending career fairs, and exposure to vocational careers, applying for scholarships and arranging job shadows and internships. (CAPS)</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>A check-in, check-out system was put into place for those students who expressed an interest. This system includes a daily check-in and check-out with an adult with whom the student feels safe. This came from the survey that stated some students wanted an adult to check-in with or talk with if there was a crisis. Callaway has an after-school homework club that takes place Monday, Tuesday, and Thursday from 3:45-4:30. This is for grades 3-6 and the club is manned by two of the elementary teachers. A Summer Reading program is available for K-3 students identified as needing extra help. There are 8 sessions (once a week) during the summer for one hour. The reading teacher/coach is</p>	

responsible for the instruction and it is a continuation of the Individual Reading Plans. Extended school year is provided for those on an IEP K-12. An elementary and a high school teacher are part of this extended.

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.

We are in year 2 of CSI designation . We are working to improve our reading and math scores. Our Title I funds are designated for a teacher's salary. General and state funds are used to assist in achieving our instructional goals and student success. The district works in partnership with Custer county businesses to provide Callaway students hands-on, authentic learning experiences.