

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:	Boone Central Schools
County Dist. No.:	06-0001
School Name:	Boone Central Elementary School
County District School Number:	002
School Grade span:	K-4
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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Claire Kayton
School Principal Email Address:	ckayton@boonecentral.esu7.org
School Mailing Address:	605 S. 6th Street Albion, NE 68620
School Phone Number:	402-395-2136
Additional Authorized Contact Person (Optional):	Tenille Wegener
Email of Additional Contact Person:	twegener@boonecentral.esu7.org
Superintendent Name:	Jeff Schwartz
Superintendent Email Address:	jschwartz@boonecentral.esu7.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>
Sheena Townsend Claire Kayton Tenille Wegener Angie Flinn Aimee Albers Mark Hudson _____	<u>Parent Administrator</u> Title 1 Teacher/MTSS Guidance Speech Pathologist/MTSS Sped Director _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information
(As of the last Friday in September)

Enrollment: 304	Average Class Size: 40	Number of Certified Instruction Staff: 21.2
Race and Ethnicity Percentages		
White: 287 %	Hispanic: 8 %	Asian: 1 %
Black/African American: 3 %	American Indian/Alaskan Native: 4 %	
Native Hawaiian or Other Pacific Islander: 1 %	Two or More Races: 0 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 37 %	English Learner: .5 %	Mobility: 11.06 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	DIBELS 8
NSCAS	

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	<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>The Boone Central MTSS team meets regularly to analyze data from Acadience, MAP and NSCAS (when available) needs assessments to identify the needs of all children, with emphasis placed on students who are at-risk. Students are assessed three times a year using Acadience and MAP assessments and are typically assessed annually in grades 3-8 with NSCAS. Students who are at-risk of failing to meet state academic standards are identified through the use of District Decision rules. After benchmarking, students are identified as Tier 1, Tier 2, or Tier 3 and appropriate interventions are identified and implemented. Students who are identified as needing Tier 2 or Tier 3 supports are progress monitored on a routine basis and that data along with classroom assessments and teacher input is reviewed by the MTSS team to determine if the intervention is effective and should continue or if changes need to be made.</p>	
1.2	<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>Information from parents and community was gathered through parent, student, and staff surveys. The surveys were conducted electronically at Parent Teacher Conferences and a link was put on the school's website. The CIP Team has been gathering and analyzing results and will begin to make a plan to address areas of concern. Parent input was also gathered at the annual Title 1 meeting. Parents were asked to review the School-Parent compact and make suggestions for changes or additions. Boone Central also has a very active Parent-Teacher Organization (PTO). The PTO works closely with staff, students, and community to make the school a better place for our students.</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>Our School Improvement Team is composed of educators and administration from elementary, middle, and high school. The team meets periodically to review findings from perceptual surveys, analyze results and follow through with the implementation of the strategic plan making necessary and appropriate adjustments as needed. The team has also identified multiple opportunities for growth from the recent Cognia (AdvancedED at that time) Final review and are working in collaboration with PLC teams to take steps for improvement.</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>
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At Boone Central Elementary School, we work hard to ensure that academic, social emotional and behavioral needs of our students are being met. One way we determine this is happening is through the implementation of weekly PLC meetings. Grade-level teams meet to discuss any student concerns and collaborate to adjust instruction accordingly. During this time the MTSS team also meets with grade-levels on a rotating basis. Student progress monitoring data, teacher input, and other assessment data is reviewed. Through the use of our District Decision Rules and Flow Chart, students that have been identified as Tier 2 or Tier 3 are reviewed to see if adequate progress is being made. Depending on the data, interventions may continue, or a change may need to be made. A plan for students with social/emotional and/or behavioral needs is also made at this time. This process is then repeated on a cyclical basis.

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.

Boone Central Elementary School has focused on several areas in professional development to increase student achievement. This year, our emphasis has been on the following areas: Utilizing Learning Goals and Scales K-12 and better use of NSCAS and MAP data to guide instructional decisions. District in-services are held throughout the year as well as in-house, building level professional development opportunities.

In addition, new teachers participate in a mentoring program. This program teams up a new teacher with a veteran to help ease the transition for the new hire. There is an initial training at the beginning of the year and then the Mentor/Mentee meets once a month to discuss a checklist of topics and any other questions/concerns the mentee may have.

BCES is fortunate to have an in-house instructional coach. Her primary responsibility is to support the classroom teachers which in-turn student performance will increase. One way she has been able to achieve this is through the use of fidelity checks in the classroom. This gives teachers an opportunity to be given unbiased advice on areas they may need coaching or improvement.

In addition, at BCES we provide paraprofessional training on curriculum and behavior strategies. Training with paraprofessionals also includes training on effective supervision during recess and lunchroom periods.

4. Strategies to increase parent and family engagement

4.1

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.

During non-COVID years, the Title 1 Parent meeting is held in conjunction with the annual Family Literacy Night where the current joint School-Parent Compact is reviewed with parents, and they are encouraged to provide feedback on many areas they would like to see amendments. Parents/guardians are reminded how critical their roles are at supporting student learning at BCES. All feedback is taken into consideration and the Title 1 team makes the final changes.

This year the Title 1 Parent Meeting will be held during Parent Teacher Conferences through an open-house style format where parents can still review the School-Parent Compact and ask questions pertaining to the Title 1 program.

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 policy is developed with parent input and is reviewed on an annual basis. It is shared each year at a school board meeting and at the building annual Title 1 Parent Meeting which is typically held in conjunction with the annual Family Literacy Night. This policy is reviewed at the annual meeting where concerned parties can have a conversation about possible changes to the Parent Engagement Policy and the board shall either 1) alter the policy and adopt it as altered, or 2) reaffirm the policy following a public hearing.</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>For the 2020-2021 school year due to COVID the Title 1 Parent Meeting was held in conjunction with the spring Parent Teacher Conference. Parents were encouraged to stop into the Title teacher's classroom to review the School-Parent Compact and to ask any questions pertaining to Title 1 that they may have.</p> <p>During non-COVID years, the annual Title 1 Meeting is held each year in conjunction with our Family Literacy Night. It is our hope that the event will promote a love of literacy in the homes of our students and foster positive family/school relationships. At the conclusion of the Title 1 Annual Parent Meeting, families are immersed in various literacy activities led by teachers, high school youth, community members, retired teachers, and business leaders. These activities ranged in what they have to offer from reading, to creating bookmarks, storytelling, make and take activities, a photo booth, and new last year paint your own cookies for snacks. At the conclusion of the event, there were various raffle items along with each student receiving a new book. In the 2018- 2019 school year, 180 books were distributed, in the winter of 2020, 200 books were distributed! It was anticipated that around 600 people were in attendance in the winter of 2020.</p> <p>Throughout a typical (non-COVID) year, additional family engagement activities are held. Starting at the beginning of each school year with when open houses are held at each school site. These events welcome both the students and their families into the school to meet the teachers, learn about the curriculum and begin to form relationships between home and school. Some other family centered events are our Grandparent's Day Celebration, gingerbread house making, science fair, and drive-in movie night.</p> <p>We also have a very supportive PTO at Boone Central that works throughout the year to support teachers and students in a variety of ways.</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>Boone Central Elementary School provides information and guidance to all involved parties at the different transitional areas of a student's school career. BCES has an onsite preschool for 3- and 4-year-olds. This has been very successful in helping students transition from preschool to kindergarten. A few times throughout the school year, preschoolers are invited into the kindergarten classrooms. Preschoolers get to interact with students, teachers, and support staff, doing different educational activities to help them with the transition. Kindergarten round up is then held in the spring (typically) to inform parents and students about policies, procedures, Special Education, Speech and Title 1 services.</p>	

The transition plan for sharing information involving parents, students and school personnel has several components. Students with special needs are identified and ideas are shared between preschool staff, parents, and primary teachers. In addition, the primary staff shares relevant information with preschool staff such as correct letter formation directives. The preschool teachers also share relevant information with the kindergarten teachers.

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).

At Boone Central, our middle school is in an alternate town from the elementary school. To help prepare our 5th grade students for the transition, we plan a variety of activities. The principals and teachers from both sites meet in the spring to suggest class groupings for the following year. Student groups are planned to be gender and ability balanced with students who do not perform well together, taken into consideration. Parent input is also considered during this process.

The fifth-grade teachers cooperate in assessing individual student reading achievement each spring for instructional purposes for the following year. This includes, but is not limited to: Acadience scores, district criterion referenced assessments, and norm referenced test results to guide in the selection of instructional objectives and materials. These scores are shared with sixth-grade middle school teachers.

During fifth-grade guidance time, the guidance counselor prepares a transition unit. During this unit, the students reflect on their years in the elementary, discuss what they are excited about and any worries they have and ask questions they have.

In the spring, fifth graders go to the middle school for the day to experience life as a middle school student. They are given a tour of the school, meet classroom teachers, paired up with sixth graders, and sit in on actual classes. Activities are planned throughout the day to help make the transition from elementary to middle school go more smoothly. The above transition activities are evaluated each year to ensure their continued effectiveness.

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.

There are several opportunities for students at BCES to extend their learning beyond the instructional day. In the fall of 2017, the Cardinal Kids Club was unveiled. The Cardinal Kids Club (CKC) is an extended learning opportunity available to all students at BCES K-5. The CKC provides affordable, quality care for children during out-of-school hours. The program is designed to provide all kids with hands-on, engaging opportunities that enhance the school day, are driven by school-community partnerships, and encourage critical thinking and creative problem solving in our students.

Boone Central currently serves approximately 40 students (grades 3-12) through our TeamMates Mentoring program. Students are able to connect with an adult friend, which in turn increases their hope and engagement in school. This impacts student attendance, well-being, and academic success. In the 2016-2017 school year, 90% of our mentors assessed their relationship with their mentee as excellent or very good and 95% of our mentees feel they always or often can trust their mentor. Over 75% of our mentees had fewer disciplinary referrals and unexcused absences in 2018-2019. Thus, the data shows that the program is working to meet the needs of our students.

BCES has a Classroom Buddies Program. This program pairs an upper and a lower elementary class. Throughout the year, buddies meet to do craft activities and reading centered activities.