

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:	North Platte Public School District
County Dist. No.:	56-0001-000
School Name:	Buffalo Elementary
County District School Number:	56-001-003
School Grade span:	PK-5
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<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 checked="" type="checkbox"/> Other (Specify) <u>Student Engagement</u>
School Principal Name:	Kim Flanders
School Principal Email Address:	kflander@nppsd.org
School Mailing Address:	1601 North Buffalo Bill Avenue
School Phone Number:	308-535-7130
Additional Authorized Contact Person (Optional):	Mrs. Julie Eckel
Email of Additional Contact Person:	jeckel@nppsd.org
Superintendent Name:	Dr. Ron Hanson
Superintendent Email Address:	rhanson@nppsd.org
Confirm that the Schoolwide Plan will be made 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>
Brooke Lueningborg Tami Eshleman Julie Eckel Lanell Stumpf Tiffany LeTourneau Kristie Walz Lisa Kackmeister _____ _____ _____ _____ _____	<u>Parent</u> Associate Superintendent Title 1 Specialist Cip Team leader/5th Grade HAL Coordinator/4th Grade 2nd Grade Para-educator/Parent _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 182	Average Class Size: 18	Number of Certified Instruction Staff: 16.5
Race and Ethnicity Percentages		
White: .73 %	Hispanic: .23 %	Asian: 0 %
Black/African American: .02 %	American Indian/Alaskan Native: .005 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: .02 %	
Other Demographics Percentages		
Poverty: 77.4 %	English Learner: .004 %	Mobility: 25.97 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NeSA	Common Summative Assessments
MAPS	
Journey's Benchmark Assessments	

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	<i>Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
Students are given comprehensive needs assessments throughout the school year to identify the needs of all children. The results, disaggregated by gender, ethnicity and socioeconomic status, are then used to identify	

which students need more differentiated instruction in a certain area or reteaching of a required skill. This process assists in planning instruction and is a means for creating targeted groups in reading and math for both intervention and enrichment. The assessments also provide a resource to track growth throughout the school year. The school psychologist also uses the data when a student is referred to the SAT process. Some examples are district summative math assessments, Journey's Benchmark Assessments, MAPS, math fluency assessments, Easy CBMs, and reading fluency probes.

1.2

Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.

On October 15, 2015, a destination dinner was held at the high school for Buffalo families. The West Central Health Department distributed a survey for parents to complete regarding family involvement. The Thought Exchange survey was a survey that allowed the schools to collect feedback from parents, staff, students and community members regarding what concerns parents had about the school, what they appreciated and questions they had about the direction of the school district. On January 20, 2017 our annual Title 1 meeting was held. At the meeting we discussed the Thought Exchange Survey, the Gallup Poll and the IDEAL Action Plan for our school. At the conclusion of the meeting the parents filled out a survey regarding school climate, problem solving, student progress and satisfaction with the school. Fifth grade students were also surveyed regarding engagement, hope, entrepreneurial aspiration and career financial literacy.

1.3

Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.

Buffalo Elementary utilizes an IDEAL action as a our Continuous School Improvement Plan which identifies our focus on improvement efforts. Tier 1 goals include improvement in math and student engagement. Reading and writing goals are still an important part of our work as well. The IDEAL action plan is created, revised and updated by the Continuous Improvement Plan team and vetted by the entire faculty. The IDEAL Action Plan is included in the documentation.

In addition to the plan itself, Buffalo Elementary School uses a variety of software programs to improve student learning. The following programs listed are used to improve math instruction at Buffalo.

- Reflex Math
- IXL Math
- I-ready Math
- Rocket Math
- Facts in a Flash

The following programs are used to improve student learning in Reading and Language Arts at Buffalo Elementary School.

- I-ready Reading
- Raz-Kids
- Road to the Code
- Reading Mastery
- Sound Partners
- K-Pals
- Reading A to Z
- Journey's Interventions
- Lexia

2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.</i>
<p>Students who are in need of additional assistance and at risk of not meeting the challenging state academic standards are referred to SAT (Student Assistance Team). Our RTI/MTSS requirements are met through this process. The team has scheduled meetings on September 6 and 20, October 4 and 18, November 8 and 22, December 6 and 20, January 10 and 24, February 7 and 21, March 7 and 27, April 4 and 25, May 2 and 9.</p> <p>The SAT team develops an intervention plan for students at risk and monitors and revises the plan based on student needs. Students may receive individual counseling services, group counseling, or Title services. All students receive fifteen classroom counseling lessons based on the American School Counseling model delivered by a licensed school counselor who provides social emotional support to both students and families.</p> <p>Students who are identified as needing economic assistance are considered for the Backpack food program supported by Food Bank of the Heartland. Buffalo Elementary currently has 52 families and 81 students receiving support each weekend to ensure there is enough food to feed their children over the weekends. The Backpack list is revised and evaluated on a monthly basis.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>ESEA provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Part of this assistance requires retaining highly qualified paraeducators. The paraeducators provide assistance and intervention for students who need additional academic support and practice. In order for the paraeducators to have better understanding of student learning and assisting those students, they participate in professional development to build their knowledge base. They are required to hold an associate's degree or successfully completed ProjectPara requirements. Professional development time has been utilized for instruction on the Love and Logic behavior model, Marzano teaching strategies and CPI nonviolent crisis intervention training. The paraeducators are also required to successfully complete all safety training courses and suicide prevention training each school year. Our school has paraeducators that serve as part of the Emergency Response Team and are certified in CPR and first aid.</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.</i>
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5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
<p>The school-parent compact is jointly developed with parents during the yearly Title 1 meetings. The compact is explained in detail by the Title 1 teacher at these meetings and parents are given time to ask questions, make comments and suggestions. We emphasize that the compact is a three way partnership between parents, students and teachers. The compact is then reviewed with each parent individually at the fall parent-teacher conferences. Responses from the various surveys that are conducted during the year are also used in developing the compact.</p>	
5.2	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>
<p>Our Title 1 parent meetings are held twice yearly to develop the family engagement policies and procedures. One method used is a survey to parents measuring satisfaction regarding school climate, concerns they have and elements they appreciate. We also surveyed our 5th grade students on the indicators of engagement and hope for the future. These activities are all avenues for obtaining input from families to guide policy making and procedures resulting in greater family and parent involvement. The Buffalo Staff and Parent Teacher Organization promote parent and family involvement in many ways. We start the year by inviting parents to our Back to School Picnic. Our Parent Teacher Organization holds a Book Fair and also Santa’s Workshop before Christmas. Other events to promote parent and family involvement include evening events including the Back Yard Barbecue, Destination Dinner, Fun Night, Bingo for Books, Game Night, a yearly music program and a talent show. Parents are invited to come to an awards ceremony four times a year which recognizes learning. Buffalo families also have been invited to have breakfast monthly with their students. There are a variety of parent workshops offered during the course of the school year as well. An attendance incentive program Dare to Go 5 Below rewards students and parents for good attendance.</p>	
5.3	<i>Please provide a narrative below explaining how, when and where 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 Title I parent meeting was held Friday, January 20, 2017 in the school library. Parents attended the meeting while students played BINGO with teachers to win books. Mrs. Clavel started the meeting and introduced parents to Julie Eckel, our Title I teacher. Mrs. Eckel quickly explained how she helps all students in the building with any need a student may have.</p> <p>She talked about how our school along with the district is wanting to focus on improving math scores. Mrs. Eckel said how when she first started, she was more focused in the area of reading, but now she is helping students in the area of math as well.</p> <p>Mrs. Eckel presented the ThoughtExchange that had been sent out by the district earlier in the school year. ThoughtExchange was a climate survey centered around three main components. The first question asks what concerns teachers and parents had about the school. The second question asked about what was appreciated most about our school. Free lunches and positive environment were top of the list. The final question asked what concerns there are about the future of the school. Resources were the main concern.</p>	

Mrs. Eckel then presented the Gallup Poll taken by all fifth grade students. All students in the district grades 5-12 took this survey. Buffalo school showed that fifth grade students felt engaged and hopeful about their future. Buffalo had higher scores than the district and the nation overall in most areas.

The meeting ended with a climate survey asking parents their thoughts and feelings about Buffalo School in regard to environment, communication, student progress, and overall satisfaction. As parents finished their survey, they left the library to go back and join their child in the gym to play BINGO for Books with their students.

Along with the BINGO for Books, Buffalo Elementary hosts a variety of family centered activity nights. The day before the first day of school, an open house, including supper, is held for all families. Children and parents can meet their new teacher, ask any questions or let the new teacher know of any important information regarding their child. Teachers also have a handout to share with families that cover the class schedule, rules of the classroom, and a brief description of what will be taught in that grade.

Family Game Night is another event held at Buffalo. Families come and play games in different classrooms. It is a joy to watch families come together and play a game. Parents are teaching their children how to play a game and children are teaching their parents how to play. A lot of laughter and fun is had this night. Games have varied from year to year. Family Game Night has usually centered around math games, but this year we had a "Minute to Win It" theme. It was fast moving and it brought in many families.

6. Transition Plan

6.1

Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.

Transition Plan

The transition plan for early childhood education programs into Buffalo Elementary include a Kindergarten Buddy Day, Parent Meetings, Back to School Open House Picnic and Project Kindergarten.

Every spring we have Kindergarten Buddy Day. We invite the preschool children and their parents to visit the school. During Buddy Day the preschoolers are matched up with a currently enrolled kindergarten student. The preschool students have time to get to meet their teachers and a chance to see the classroom. The teacher has a planned activity for all the children to do together; she also provides a snack and wraps up with some time to play outside on the playground.

During Buddy Day the parents have the opportunity to meet with the principal. The principal goes over kindergarten expectations and gives the parents a chance to ask questions.

In August we hold a second parent meeting for parents to have one more opportunity to meet the principal and the teachers. This is also an additional time for them to ask questions.

We also hold a Back to School Open House Picnic. All families are invited to share a meal with the teachers and other school families. After dinner the families can tour the building and their child's classroom.

The first week of school is Project Kindergarten. A small group of students comes each day to give the teacher and students time to get to know each other, for the students to learn the classroom routine and the teacher time to check Kindergarten readiness skills.

6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>Fifth grade students travel to Madison for a Kick off to 6th grade. During an assembly students participate in school bonding activities. They are also provided an opportunity to attend an open house and visit classrooms and teachers. In the Spring of each year, counseling lessons focus on skills needed to be successful in middle school such as organizational skills, how to ask for help, social skills and how to explore career interests. Teachers and principals provide critical academic, social and behavioral support information for students entering middle school as well.</p>	
6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
NA	
6.4	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
NA	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining 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>Every student is provided fifty minutes of enrichment and/or intervention time during each day. During that time students are able to work with the teacher, the Title teacher or a para educator on various activities to review and practice skills or enhance learning. The most significant amount of learning time beyond the instructional day is the Extended Learning program in the summer which provides students with additional learning support over a four week period. Outside of the school day during the regular school year, we offer various clubs that provide enrichment or additional interventions. We have offered Wildlife club, math club, robotics club, Kids Klub, Minecraft club, book club, dance club, football club and drama club. We have also offered a field trip to the Omaha Zoo.</p>	

8. Coordination & integration of Federal, State and local services & programs

8.1	<i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Coordination and Integration of Resources</p> <p>North Platte Public Schools Business Manager develops the Title I Budget based upon our six Title buildings Last Friday Enrollment from previous year. Our highest needs schools are allocated more funds per student in</p>	

our district allocation. North Platte Public Schools authorizes our principals to spend Title Supply budget according to their needs. Due to federal and state restrictions on spending, Title funds are first allocated to staff such as teachers, paraprofessionals and payroll expenses.

Due to federal restrictions on supplies, buildings have paraprofessionals allocated through Title reimbursement and supplies are then paid through General Fund. The building supply allocation is fluid from year to year. Building administrators may request Parent Involvement funds through Business Manager. The district has allocated funds for In-service that can be used to assist our Title buildings in meeting their goals with specialized training.

Buffalo Elementary partners with several agencies to provide services to our students. We have a backpack program that sends backpacks home with students on Fridays during the school year with food for the weekend. West Central District initiated the program with sustainable contributions from Omaha Food Bank, Wal-Mart Distribution Center, North Platte Public School Foundation and numerous businesses and philanthropic groups.

Elementary students are paired with mentors through Community Connections and Middle School students are paired with mentors through TeamMates. The district partners with University of Nebraska-Lincoln Extension office for supplemental education. We have several retired seniors who volunteer weekly at our school to support our literacy efforts. The Senior Center writes an annual grant to provide books to our students throughout the school year.

Program funding is utilized throughout the school with all students. Math materials and manipulatives are shared with Title, Sped, and classroom teachers as needed. Scholastic books have been purchased for use in teaching specific skills to Sped students as well as used in the Title program and are available for classroom use as well. Our Sped para works with all students throughout the day in the regular classrooms as well as one to one as need arises. Title 1 paras work with all students in the regular classroom setting. Supplies are purchased for all students and families to support our Back to School night in the fall.

8.2 *Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.*

Buffalo Elementary uses many community resources that provide learning opportunities for our students. The Lincoln, Logan and McPherson Extension Office provide Farm Safety classes to our 2nd and 3rd graders, Get Fit Day for the 4th graders, Ag Awareness Day for 3rd grade and health kits for the 4th graders. Kids Klub provided lego robotics kits for our Robotics Club for 3rd- 5th graders. Adams State Bank and Nebraska Land Bank have provided finance lessons for the 5th graders and the students took field trips to the bank. R.S.V.P. has provided volunteers to listen to students in all grades read. Local churches have provided volunteers to help with Santa's Workshop and our Fun Night. Fifth grade partners with the local police station for the D.A.R.E. program. Third graders have a fire safety lesson with the local fire department. Third grade also partners with Kittle's Music to enhance the science lessons on sound.