

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:	Giltner Public Schools
County Dist. No.:	41-002
School Name:	Giltner Elementary
County District School Number:	41-002-002
School Grade span:	K-6
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Dr. Stuart Lenz
School Principal Email Address:	slenz@giltnerschool.us
School Mailing Address:	PO Box 160 Giltner, NE 68841
School Phone Number:	402-849-2238
Additional Authorized Contact Person (Optional):	Michelle Sutter, Title 1 Supervisor
Email of Additional Contact Person:	msutter@giltnerschool.us
Superintendent Name:	Dr. Stuart Lenz
Superintendent Email Address:	slenz@giltnerschool.us
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

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Dr. <u>Stuart Lenz</u>	Parent <u>Superintendent/Principal</u>
Michelle <u>Sutter</u>	<u>Title I Supervisor</u>
Chelsea <u>Simmerman</u>	<u>Title 1 Teacher</u>
Laura <u>Reeson</u>	<u>Classroom Teacher/Parent</u>
Karissa <u>Bish</u>	<u>Paraprofessional/Parent</u>
_____	_____
_____	_____

School Information
(As of the last Friday in September)

Enrollment: 181	Average Class Size: 14	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 96 %	Hispanic: 2 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 2 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages		
Poverty: 35 %	English Learner: 0 %	Mobility: 3 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NeSA	MAP
DIBELS	iReady
Read Naturally	

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>
The School Wide planning committee reviews and analyzes data from three standardized testing sources to determine the needs of Giltner	

Elementary students. (NeSA, MAP, and DIBELS) iReady is also used to dig deeper into the specific skills. Placement tests from curriculum can also be used to determine student needs. An assessment calendar helps keep assessment schedule consistent from year to year. Adjustments can be made to the schedule as needed. ESU 9 came to the school on a couple of different dates to train teachers on the usage of the data and how to drill deeper. All elementary teachers meet once a month to discuss progress and look at data. "Running Notes" are kept by the Title teacher and shared with teachers.

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.

The school district holds a couple of different Parent/Literacy Nights. One of them being Parent Teacher Conferences. This is where we share Schoolwide Title Information as well as provide a book fair for families. Another one is the Bingo for Books night. This is where families come in and play BINGO in order to win books, bookmarks, and candies. This is another opportunity where we share and gather information from parents and the community to identify the needs of the school. Included in the folder is a parent survey, which we will repeat in the near future. We typically collect results at the fall parent teacher conference. This last time, parents were asked to use the iPad to record their results. Paper copies were an option as well. The most recent parent survey was conducted at Parent Night.

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.

Giltner typically ends the school year with a data retreat to look at the data collectively as a SIP team. The school district also allows teachers to analyze their data a couple of times a year by bringing in ESU 9 staff to facilitate and guide teachers through the MAP reports. The school district also looks at data trends as you can see from the charts included. Giltner completed an external visit at the end of the 2017 school year and transition amongst the administration caused a data retreat to not take place however the school district will be conducting a data retreat at the end of the 2018 school year with the SIP team. The SIP team's focus has been on an instruction framework model for common language as well as alignment with an evaluation model.

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>The school district has grade level meetings in the elementary as part of the MTSS process. Student academic data as well as student behavior is discussed and is kept in a running record google doc. Depending on the progress the student makes throughout each grade level meeting, memebers can refer the student to the Giltner SAT team as an option or the 504 team AFTER interventions have been put in place and progress is not made. Teachers, paras, sped teacher, title teacher, coueslor, principal, and sped director are part of these monthly meetings and progress is monitored on a regular basis. Intereventions are adjusted as needed. Students are can receive services from paras as well as sped teacher or title teacher as you can see in the Elementary Special Education Schedule. Extra interventions include but are not limited to Read Naturally, specials, keyboarding, counseling, volunteers, student mentors, ect.</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>Paras at Giltner Public Schools has a para handbook that when originally created was reviewed on a monthly basis. There is not a lot of turnover so this year the handbook was reviewed. This was done at the beginning of the year during Back to School Inservice Days. Other para trainings are provided throughout the school year. This year paras were part of a trainings that included Mental Health and Sensory Needs for students. Paras were able to attend a workshop of their choice during the 1st semester. Paras also complete work from Project Para if they do not meet the para requirements. Paras are supervised by the resource teacher that completes their schedule. Elementary paras meet with the resource teacher on a weekly basis to go over updates and information that needs to be shared.</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.</i>
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Provide supporting documentation in the corresponding folder.

Teachers are involved in a plethora of professional development opportunities which start in the summer. The school utilizes trainings at ESU 9, 10, and 6. Stipends are given to teachers if they attend workshops over the summer. The school holds curriculum alignment meetings throughout the year and we just went through new curriculum adoption so provided training for Journeys. New teachers are given stipends for five extra days to come in and work on their classrooms and curriculum. They attend the New Teacher training at ESU 9 before school starts and they are also asked to come in to work with their Mentor. New teachers are asked to observe their mentor and be observed by their mentor during 1st semester. ESU 9 also comes in and observes them during 2nd semester. This is on top of the evaluation and walk throughs that are provided by the administration. Recently the Giltner teachers and administration have attended Ron Clark Academy training in Atlanta, Georgia. This is a two day training. We have sent teachers four different times and hope to continue. Teachers are also involved in NWEA MAP analysis training. Giltner is in the process of adopting a new evaluation model, however prior to this, we have lead the staff through the Nebraska Instructional Frameworks model so that we can develop a common language for Instruction.

5. Strategies to increase parental and family engagement

5.1 *Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

The Parent-Teacher-Student compact is developed with the parent's input. At our fall parent-teacher conferences, parents were able to pick up a copy of the current compact with a note stating we would hold a meeting before our annual Bingo for Books night. They were asked to look at the compact and bring any suggestions to the meeting. In November, we held a meeting and discussed the parts of the current compact and made changes as necessary.

5.2 *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.*

In the Giltner Student Handbook, we have a parent involvement policy that encourages parents to be involved with the Title program within the school. The policy states that parents will be invited to participate in the annual parent meeting and will be provided opportunities to gain

knowledge on how to help their children be successful. We ask parents to complete a survey to receive feedback on activities that are held throughout the year and ask for suggestions and input for future activities.

5.3

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.

This year the annual Title 1 parent meeting was held on November 16, 2017. Parents were invited to attend the parent meeting prior to our first literacy night of the year, Bingo for Books. The agenda for the parent meeting included: What is Title, the Parent-Teacher-Student compact, why we should promote reading at home, and how Giltner promotes reading within our school. This meeting was advertised during our parent-teacher conferences in September, on the Bingo for Books flyers, the school newsletter, the school website, and on the school's social media sites (Facebook and Twitter).

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.

The current pre-school is not part of the school district but it is housed in a modular outside of the school building. Pre-schoolers have the opportunity to come into the building to use the facilities for library and p.e. The school provides a Kindergarten Round-up day in April. The journalism class also create a book that has the pictures of different staff members to help kindergarten students become familiar with the names and faces of the staff. School letters, postcards, and flyers are given to the parents prior to school starting. An Open House is provided to K-6 on the night before school starts. Students are able to bring in their school supplies and see where there things will be.

6.2

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

For four weeks in guidance, they talk to the 6th graders about high school. We go over schedules, teachers, study skills, organizational skills, friendships, athletics, and credits. The guidance counselor has the Sophomores spend a day "interviewing" the 6th graders and help mentor them.

For six weeks in 4th quarter the guidance counselor runs a girls group every Wednesday during lunch. We talk about friendships, getting along with adults, goals, mindset, and stress. The guidance counselor will bring in high school girls to cover questions about bathrooms and locker rooms, social media, and to help answer other female questions that may arise.

There is also a 7th grade “Scavenger Hunt”- This is a day in the summer that is just before the 6th graders start their 7th grade year. I have high schoolers come in and help me with this day. We go over the handbook, rules, hallway etiquette, and walk through their schedules. We have a scavenger game that takes them through the high school and helps orientate them to the building. The students have time also to get their lockers set up.

6.3	<i>Please provide a narrative below explaining the school’s transition plan from middle school to high school. (Not required for elementary) Supporting documentation may also be placed in the corresponding folder.</i>
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n/a

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>
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n/a

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>
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The school district provides the literacy nights two times a year. We try to educate parents on the importance of reading and how they can go about supporting their child's learning habits. We try to inform parents of testing dates that are taking place so that parents can promote the importance of the assessments. We try to sell the good qualities the school district is doing with things like the infographic. We also provide a Summer school program which we are in the planning phase right now.

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

8.1

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.

The school district uses Federal, State, and local funds to pay for the cost of a classroom teacher.