

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

District Name:		Logan View Public Schools	
County Dist. No.:		27-0594-000	
School Name:		Logan View Elementary	
County District School Number:		-----	
Building Grade Span Served with Title I-A Funds:		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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____	
School Principal Name:		Michael Janssen	
School Principal Email Address:		mjanssen@loganview.org	
School Mailing Address:		2163 County Road G Hooper, NE 68031	
School Phone Number:		402-654-3317	
Additional Authorized Contact Person (Optional):			
Email of Additional Contact Person:			
Superintendent Name:		Craig Taylor	
Superintendent Email Address:		ctaylor@loganview.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, 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>
<u>Michael Janssen - Elementary Principal</u>	_____
<u>Stephanie Scheer - School Psychologist/SPED Dir.</u>	_____
<u>Mary Jo Reynolds - Title 1 Teacher/ELL Coordinator</u>	_____
<u>Lindzie Munderloh - Kindergarten Teacher</u>	_____
<u>Samantha Isaac - Kindergarten Teacher</u>	_____
<u>Morgan Streeter - 1st Grade Teacher</u>	_____
<u>Marcy Frey - 2nd Grade Teacher</u>	_____
<u>Jeremy Francis - 2nd Grade Teacher</u>	_____
<u>Nicki Gregory - Parent</u>	_____
_____	_____
_____	_____
_____	_____

School Information
(As of the last Friday in September)

Enrollment: 316	Average Class Size: 22	Number of Certified Instruction Staff: 21
Race and Ethnicity Percentages		
White: 92 %	Hispanic: 5% %	Asian: .05 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 42 %	English Learner: 2 %	Mobility: %

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

Please write a narrative in each box below to correspond to the Rating Rubric.

Upload PDF documentation in corresponding folder onto NDE “Landing Page” within Microsoft/SharePoint 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 needs assessment information comes from a variety of sources. The School Improvement Team and Schoolwide Planning Team gather data from staff, students, parents, and community members. Data from the school includes the norm referenced tests from NWEA Map and NSCAS results. We also use the BAS (Benchmark Assessment System) and FastBridge Screener. The teams meet to disaggregate data then take that information to the whole staff to plan curriculum, instruction, and assessment.</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>Parents are involved in Title 1 and PBIS teams for input. Parental information is collected from parents at the annual meeting. At this time, parents indicated that changes were not needed. The agenda is attached in folder 1.2.</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>The schoolwide plan focuses district resources in areas to effectively meet the instructional goals at grade levels where improvement goals are located. Logan View Elementary recently transitioned to a Standards Based Grading System that is monitored and updated as needed. Time is set aside on inservice days to improve and update assessments as needed. Professional development is offered by the district multiple times during the school year during inservice days.</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>Needs assessment data is analyzed at the beginning of each School Improvement cycle to develop target goals and action plans. Data is reviewed by K-6 staff at the beginning of each school year to monitor district progress. K-6 staff analyzes individual student reading data a minimum of three times per year using BAS (Benchmark Assessment System), AimsWeb benchmark tests, and secondary data sources. Student data is constantly monitored for students in the intervention block.</p> <p>The schoolwide plan focuses resources for co-teaching during core instruction and extra intervention outside of core instruction. Teacher teams meet regularly to monitor student progress, set goals, and plan interventions for students not meeting expectations. Students who continually struggle to meet expectations are referred to the Student Assistance Team (SAT). Classroom instruction is supported by Title 1, SPED, and ELL teachers, as well as para support. The school counselor is a full time member and leader on the SAT.</p>	

3. High quality and ongoing professional development

3.1	<i>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.</i>
Professional development plays a large role in achieving student success. Logan View's school year calendar is developed to allow for monthly teacher inservice days. During these inservices, data is analyzed, assessments are reviewed and updated, and teachers research and train on a variety of instructional best practices.	

4. Strategies to increase parent and family engagement

4.1	<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>
The Teacher/Student/Parent compact is published in the Student Handbook. Each parent and student receive the handbook and are required to sign and return the compact confirming that they have read and agree with this information. Each year, the compact is reviewed and adjusted with parent and/or student input at the annual meeting.	
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>
Parents are invited to the annual Title 1 meeting. At this meeting, we review the Title 1 Parent and Family Engagement Policy or Procedure with the parents and make changes as suggested.	
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>
During a typical school year, we hold our Title 1 meetings during our Curriculum Night in the Fall and at a Spring Title 1 meeting. All parents and community members are invited to attend these meetings. We held our meeting in a different manner this year due to Covid and regulations on visitors in our building. This year, our meeting was held as an Open House during conferences where parents were invited to meet and give input during their scheduled parent/teacher conference time in the building.	

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>
Several opportunities are provided at Logan View Elementary to assist students with the student transitions to kindergarten. LVE works with Dodge County Head Start each year to coordinate services between their program and Logan View. Kindergarten round-up is held each spring with students and parents meeting teachers, administrators, and school support staff. Kindergarten readiness activities are done and data recorded for students. All incoming kindergartners are invited to attend "Raider Launch", which consists of meeting in the kindergarten classrooms for three hours on eight days where students begin getting accustomed to their classmates, teachers, and routines & procedures for kindergarten. They begin some academic tasks and are taught behavioral expectations as well as how to maneuver around the building.	
5.2	<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).</i>
An open house is held each spring for parents and students of 6th grade students to prepare for the transition into 7th grade (middle school). Parents and students are given the opportunity to meet the middle school staff	

and explore their rooms and building. An interpreter is available for second language parents and students. 7th grade students are also given an orientation on the first day of school to prepare for middle school.

6. Strategies to address areas of need

6.1	<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.</i>
<p>Lessons are coordinated using our reading series, AimsWeb scores, MAP scores, and BAS scores, along with differentiated instruction to help students achieve success in all academic areas. Time is also given to staff and support staff to correlate plans based on whole group instruction and student needs.</p> <p>The schoolwide plan involves all certified staff as well as classified staff (paras). All 3rd-6th grade teachers and specialist teachers (SPED, ELL, Media, etc.) take part in the reading intervention block for 3rd-6th graders. Kindergarten classrooms are supported by a full time para as well as receiving instructional support from SPED, Title, ELL, etc. The two first grade classrooms share a full time para as well as have instructional support from SPED, Title, ELL, etc. The two 2nd grade classrooms share a full time para as well as have instructional support from SPED, Title, ELL, etc. All 3rd-6th Grade classrooms share a grade level para. SPED and ELL instructional support is pushed into the classrooms, and all students in this age range have access to the reading intervention block.</p> <p>Teachers and support staff are available before and after school for extra support when needed by students. All students attend a morning club before school (reading club, walking club, breakfast club, etc.)</p> <p>Summer school, with district transportation, is also provided for an extra opportunity for students to practice reading and math skills.</p>	

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>
Title II funds were moved to Title I in an effort to maximize the impact of both programs.	