

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:	Laurel-Concord-Coleridge School
County Dist. No.:	14
School Name:	Laurel-Concord-Coleridge Elementary
County District School Number:	14-0054-002
School Grade span:	Preschool - 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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Mrs. Paige Parsons
School Principal Email Address:	paige.parsons@lccschool.org
School Mailing Address:	502 Wakefield St. Laurel, NE 68745
School Phone Number:	402-256-3133
Additional Authorized Contact Person (Optional):	Jean Granquist
Email of Additional Contact Person:	jean.granquist@lccschool.org
Superintendent Name:	Mr. Jeremy Christiansen
Superintendent Email Address:	jeremy.christiansen@lccschool.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>
Amy Gould	<u>Parent Administrator</u>
Paige Parsons	Title I Teacher
Jean Granquist	Teacher
Katrina Beckman	Teacher
Meghan Brandow	Interventionist
Sheri Christiansen	SPED Teacher
Christy Koehler	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information
(As of the last Friday in September)

Enrollment: 170	Average Class Size: 15	Number of Certified Instruction Staff: 13
Race and Ethnicity Percentages		
White: 90 %	Hispanic: 6 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 1 %	Two or More Races: 3 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 37 %	English Learner: 1 %	Mobility: 2 %

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

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 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 district uses AimsWeb+ as the universal screener for our students in the area of Reading and Math. This data is used to make flexible groups of students to help identify those that need additional supports in the aforementioned areas. Currently, Our MTSS decision rules dictate that students that benchmark below the 40th percentile (Tier II) will receive a reading intervention daily; students benchmarking below the 30th percentile will receive two interventions daily and will be placed on an Individual Reading Improvement Plan as per L.B 1084 (Tier III). At this time, our MTSS rules only facilitate the area of reading. We are working to develop rules for the area of Math in the upcoming school year.</p> <p>The building also makes use of other assessment data such as NSCAS and MAP. Classroom teachers, Title I teacher, SPED Teacher and administration use MAP and NSCAS as another perspective for developing a plan for students that struggle in academic areas and to decide the best curriculum or intervention to provide. Our MTSS team consists of classroom teachers, interventionists (paras), Title I teacher, SPED Teacher, and administration. This team works hand in hand with classroom teachers to discuss student data, problem solve, and create classroom or strategy changes to help boost student performance based on skill needs.</p> <p>Along with this, all stakeholders are given an overview of our data collection that is pertinent to decision making. This data includes: AimsWeb+ tier transition reports, End of the Year benchmarks that compare/contrast the Spring to the Fall, and LCC 5 year trend data.</p> <p>Teachers are also provided a survey at the end of each year to garner feedback about the MTSS process and its impact in their classrooms.</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>Our district holds an annual Title I informational meeting that is open to all stakeholders interested in learning more about the interventions and supports offered at LCC School . This meeting is traditionally held during parent/teacher conferences and/or before music programs. If stakeholders were not able to attend, interested parties are encouraged to watch the video of our meeting that is provided on our website.</p> <p>At the conclusion of the meeting/video, stakeholders are encouraged to fill out our Interventions and Supports Survey to provide additional information regarding our MTSS process. This will be the first year that LCC has asked parents to provide feedback via survey. These results will be used by our</p>	

MTSS team in the Fall to reflect and make changes to our plan and communication with parents and other stakeholders.

In addition to these meetings, all parents Kindergarten through 3rd grade are made aware of their child's reading progress as per LB1081 (Nebraska Reading Improvement Act). Parents are updated three times a year regarding the progress and interventions needed for their student's plan. Parents are encouraged to meet with classroom teachers and a member of our MTSS team to discuss and create an IRIP together. The IRIP includes score information, demographics, the school's plan, and a home plan to encourage reading improvement.

LCC Elementary also hosts family engagement nights. Literacy Night has been held in the spring to encourage reading and literacy skills in the home. Families experience games and activities that all focus on literacy and learning together. Our Literacy Night tradition came from parental feedback in wanting more educational family opportunities for students and families.

1.3

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.

LCC School centers Continuous School Improvement work around the Nebraska AQuESTT Model and are using the Nebraska Frameworks Cycle. This work affects our Title I work in the following ways:

- 1. 5E. The school implements strategies to support all students in monitoring and managing their own learning.**
 - a. Our school is working to improve student goal setting and feedback.
 - b. Our evidence of this work is through various reading and math student goal setting processes in our building.
- 2. 2. The school follows a systematic process for addressing the educational needs of highly mobile students.**
 - a. Our building is building a better transition process for new and outgoing students in order to more efficiently find their progress to develop needed supports for them in a timely manner.
 - b. This is evident through our transition checklists and exit forms.
- 3. 3. The school follows a systematic process to identify and support students at risk of dropping out.**
 - a. The MTSS team also serves as the Student Assistance Team (SAT) for the elementary building.
 - b. The SAT is working to improve the overall process, forms, and data collections tools to make the process more efficient for teachers and parents.
- 4. 4E. The school implements processes to help incoming students be prepared for elementary school.**
 - a. The elementary building is working to create more processes for incoming Kindergarteners. These processes will include: Kindergarten Readiness checklist, Kindergarten academic screener, and creating a success plan for Kindergarten schools coming to school without needed skills.
 - b. This process has not yet been started, but will be during the next school year.

Another area of school improvement is in the area of serving students with disabilities within our Targeted School Improvement plan. Our focus continues to be in the area of reading, identifying evidence-based practices utilizing quality interventions and strategies.

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>After reviewing both AimsWeb+ and MAP data, specifically those students who are below level in Reading/Math, are given a placement test for an intervention that is appropriate for their needs.</p> <ol style="list-style-type: none">1. These intervention may include: Early Intervention to Reading, Corrective Reading, Connecting Math Concepts, Sound Partners, Language for Learning, and Kilpatrick One Minute Interventions. <p>The Title I teacher works directly with all teachers to best assist them in placing students in flexible groups and defining which teacher will serve each student group based on instructional strengths. The MTSS team aids teachers in providing evidence-based strategies and additional classroom supports (access to strategies, access to para support).</p> <p>The Title I and SPED teacher work together to develop a schedule for weekly progress monitoring of all Kindergarten and first grade students and targeted 2-4th grade students (those that are below the 40th percentile). The MTSS team works weekly to discuss students that are not making adequate progress and to develop individual learning plans to target needs. This plan is communicated with the classroom teacher and the team works collaboratively with teachers.</p> <p>Students struggling to make progress with classroom and Title interventions in place are referred to the Student Assistance Team. The team then meets with the classroom teacher and parents to develop a plan that targets the specific needs of the student using evidence-based strategies.</p> <p>The SAT will also look at classroom practices to ensure management and engagement strategies are in place. Those "look-fors" include: expectations and protocols, posting and discussing the daily objective statement, posting an agenda, use of student/teacher game)</p> <p>All classroom core instruction and intervention are checked throughout the year with various fidelity check screeners. These fidelity checks are performed by administration and the Title I teacher.</p> <ol style="list-style-type: none">1. Fidelity checks may include: opportunities for response, error correction, engagement, etc... <p>In addition to our academic supports, our MTSS branches into the areas of behavior and SEL supports. LCC has a dedicated PBIS team (MTSS-B) and a Mental Health Team. These teams work hand-in-hand with our MTSS academic team to ensure students are supported in all areas of need.</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>
<p>Elementary administration, Special Education Teacher, and Title I facilitator all attended the following professional development opportunities:</p> <ol style="list-style-type: none">1. MTSS Facilitators' Training -- ESU 1 -- These workshops included: Data-based Coaching Training and Supports, Small Group Instruction, Side by Side Coaches training, etc.. <p>All Elementary Teachers and administrator participated in the following professional development:</p> <ol style="list-style-type: none">1. LETRS	

2. Reading Wonders Training
3. Small Group Instruction Training

All Elementary Para Educaators have received the following training:

1. Early Intervention to Reading
2. Corrective Reading

All staff is invited weekly to our MTSS meetings to discuss student concerns and data. Teachers and para educators frequent our meetings to provide updates on student achievement and concerns regarding current placement in various groups.

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>
<p>School-Parent Compact is provided at our yearly Title I Parent's Meeting. Parents are asked to provide feedback regarding the compact at the meeting.</p> <p>We also survey parents on our Academic Supports and Intervention Survey to make updates and changes to our compact.</p>	
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>LCC School has adopted schoolwide board policies through Perry Law Firm (school attorney). Those policies were reviewed by administrators, approved by the board of education, and any changes are adopted as needed. Teachers and parents can review the policies to provide feedback for any suggested changes. A google document has been created for staff and the policies have been posted on the school website for parent review. During the spring Title I meeting, the Board Policy 6410 will be reviewed.</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>The Annual Title I Parent Meeting was held during Winter Parent/Teacher Conferences in the LCC Boardroom. A Zoom link was also provided for those that felt more comfortable not meeting in person due to Covid-19. This meeting was posted on the school website, in the local newspaper, over Seesaw for Schools, and at the school office. At the meeting, the Title I team discussed how academic supports and interventions work for a school-wide Title School, how the MTSS process functions, and how parents can be involved in the process.</p> <p>Parent Engagement Activities</p> <ol style="list-style-type: none"> 1. Annual Title I Meeting (LCC Academic Supports and Interventions Meeting) 2. Access to the LCC Academic Supports and Interventions Video and Survey 3. Annual Literacy Night 4. Parent/Teacher Conferences -- creation of Individual Reading Improvement Plans 	

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</i>
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Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).

LCC Elementary School hosts “Kindergarten Round Up” for all incoming kindergarten students and parents who are transitioning into kindergarten. This day allows students to meet their teachers, explore the building, and begin learning the routines of kindergarten. LCC School currently operates a qualified NDE approved Early Childhood Education Program. Students in this program become acquainted with the building layout, classrooms, teachers, and safety procedures. Being in the building allows students to comfortably move into the kindergarten curriculum. The preschool teacher gives input to administration and kindergarten teachers to assist in promoting a positive experience the next year in kindergarten. Kindergarten teachers will be given time prior to orientation day and before students are placed, to collaborate on the best placement and instructional strategies to use. Preschool students transitioning to kindergarten will be given the opportunity to visit a kindergarten classroom during their preschool time in the spring to experience some of the kindergarten routine.

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).*

LCC Middle School provides a day at the end of the school year for fourth graders from LCC Elementary to travel to the Laurel-Concord-Coleridge Middle School for orientation. Fourth graders are given a half day of orientation with the staff and fifth grade students. While at the middle school, fourth grade students are introduced to their core teachers for the following year. Following introductions, students are given tours of the building by fifth grade students. Fourth grade students also travel to two or three class periods with the fifth graders. During these periods, the teachers have an introduction activity planned for the students. Before traveling back to the Elementary, the fourth graders have the opportunity to socialize with fifth graders while eating lunch in the Middle School lunchroom.

New fifth grade students are invited to an Open House Night before the first day of school. During this evening, students meet their homeroom teacher, receive their locker number, and can navigate their new building with help from their parents. The Middle School staff reviews AimsWeb+, MAP, NSCAS, and other assessments to analyze student data to identify any curricular gaps and individual student needs.

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.*

Our schoolwide plan and MTSS Decision Rules help us increase the amount and quality of learning time by:

1. Providing a decisive guide for data-driven decision making.
2. Providing a framework for diagnosing and problem solving through student needs to develop a plan.
3. Providing guidance for fidelity and tier placement.

Our schoolwide plan and MTSS Decision Rules guide us to:

1. Provide intervention support for Tiers I, II, and III as part of or in extension of regular reading instruction.
 - a. Tier I - All Kindergarteners and First graders receive intervention as part of their core instruction. This will happen during the core reading block time.
 - b. Tier II - Any K-4th students falling below the 40th percentile receive one dose of intervention daily. This intervention takes place outside of the regular reading block.

- c. Tier III - Any K-4th student falling below the 30th percentile receives two doses of intervention daily. This intervention takes place outside of the regular reading block.
2. Students in Tiers II and III are provided additional supports by:
 - a. Continual progress monitoring
 - b. Continual data discussion during our weekly MTSS Team meetings
 - c. Problem solving efforts to diagnose underlying reading or math gaps or problems
 - i. Provided additional screeners: PAST / Kilpatrick one minute interventions
3. K-4 students in Tiers II and III are invited to Summer School:
 - a. 2 weeks of instruction in math, reading, and STEM in June and July
 - i. Intensive math and reading support
 - ii. access to intervention and progress monitoring.