

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:	Bayard Public Schools
County Dist. No.:	62-0021
School Name:	Bayard Elementary School
County District School Number:	62-0021
School Grade span:	PreK-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	Yes No x
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	Yes No x
Indicate subject area(s) of focus in this Schoolwide Plan.	Reading/Language Arts x Math x Other (Specify)_____
School Principal Name:	Matt McLaughlin
School Principal Email Address:	matt.mclaughlin@bayardtigers.org
School Mailing Address:	PO Box 607 Bayard Ne, 69334
School Phone Number:	308-586-1211
Additional Authorized Contact Person (Optional):	Cheryl Ferrero
Email of Additional Contact Person:	cheryl.ferrero@bayardtigers.org
Superintendent Name:	Travis Miller
Superintendent Email Address:	travis.miller@bayardtigers.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	x Yes 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>
Matt McLaughlin Cheryl Ferrero Jennifer Tavenner Amanda Reilly Amanda Godfrey Michael Simons Mark Keszler Brandon Stuart Marie Brown	Amination Teacher Teacher Teacher Teacher Teacher Counselor Teacher Parent

School Information
(As of the last Friday in September)

Enrollment: 216	Average Class Size: 13.5 2 sections of each class	Number of Certified Instruction Staff: 21
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Race and Ethnicity Percentages

White: 76 %	Hispanic: 20 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 3 %	

Other Demographics Percentages

Poverty: 55 %	English Learner: 2 %	Mobility: 28.4%
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Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	MAPs
DIBELS	STAR/Accelerated Reader

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 instruction. Provide supporting documentation in the corresponding folder.</i>
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In 2018 our staff, families and community members went through the Strategic Planning Process

We are pleased to share the Bayard Public Schools Strategic Plan for 2018–2022. The strategic plan is the result of the contributions of students, staff, parents, community members, and school officials working in partnership with the Board of Education over the past two years. During that time we have listened to stakeholders, identified strengths and opportunities, clarified expectations for improvement, and engaged in the process of continuous improvement.

Examples of progress that have already resulted from the strategic planning process include partnerships to develop leadership in every person associated with our school, a refined school mission statement and development of the academic seal highlighting areas of pride and focus for our school district. We are also in the process of improving communications to strengthen our shared commitment with parents to promote learning and achievement for each student.

Our progress as a school community must continue each year in every classroom and every home. This plan is intended to guide us as we work to take our students, staff, and school community to continuously higher levels of performance. Our plan to achieve higher levels of performance involves the following four strategic priorities: Academics Leadership Engagement Community.

Within each strategic priority, we have identified strategies to leverage improvement. The pages of this plan document twenty–one strategies that will be implemented by our school team over the next four years. School personnel will develop specific actions intended to ensure the success of each of these twenty–one strategies.

This plan is ambitious and is intended to result in meaningful educational progress. Fulfillment of the plan will require a diligent effort on the part of all stakeholders in our school community. We look forward to partnering with our community in completing the challenging and essential work that must be done to accomplish our strategic priorities.

The work done in this process will lead many of the initiatives that we focus on for school-wide reform. We know our community, in general, is at risk with a free and reduced lunch rate at 55 percent and a mobility rate close to 30 percent, we realize that the strategies we use can truly impact the lives of the students in our community. Some of our documents for this strategy will include the plan, in-service agendas, and curriculum meeting documentation.

1.2

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.

Bayard Public Schools survey's our stakeholders quite often, last spring we completed a survey that was aimed at improving our overall communication within our community. We have also completed community surveys through the Franklin Covey program that we are involved with, this data helps us determine the effectiveness of our Leader in Me implementation as well as navigate areas our community and staff would like us to go.

Our staff has also been through the CSI needs assessment tool through NDE that has helped us gain an idea of our building level needs through data discussion surrounded by NSCAS, NEWA, and DIBELS.

Bayard Elementary School developed a communication plan to gather information from parents on a regular basis about their individual students in their classroom. Scripted phone conversations about every child were completed at the beginning of this school year and a few call logs are included in the evidence folder. This was developed through the use of survey data collected in the Spring of 2018. The survey data is included in the pdf of a presentation we recently presented.

Bayard Elementary School also offers a community coffee event to discuss the Strategic Plan as well as other important school type conversations with community members twice per month throughout the year. An advertisement for this event is included in our evidence folder.

Our last documents are aimed at service toward the community through our Tiger CARE initiative. This is run by a school teacher in our building and utilizes her talents at community involvement to drive change in our school.

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>
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We have chosen to divide our goals into four Smart Goals that are specific, measurable, attainable, relevant, and time-based. Our four Smart Goals are as follows:

1. **SMART Goal-Anticipated growth for ELA**

2. SMART Goal - Support for Mobility, Poverty, and Transitioning Students

3. SMART Goal- Academic Leadership for Students

4. SMART GOAL- Instructional

Attached you will see what our plans with the four strategies listed above.

2. Schoolwide reform strategies

2.1

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.

The Pathfinders after-school program partners with three Certified Teachers to run Homework Club on Mondays-Thursdays each week. This time is an opportunity for all of the students to get assistance with their work each day. Students can be referred to the Homework Club by the teacher because of missing work or they may also self-report, teachers can also recommend this as part of an SAT intervention.

Our Student Assistance Team (SAT) works to provide support for teachers with struggling students. After many efforts and ideas have been implemented, a student may be referred for testing for Special Education. SAT team Meetings occur weekly

One tangible that was addressed in addition to the instructional strategies identified was that of poverty and students who were going hungry. Bayard Public School has a breakfast and lunch program every school day and in addition to this, we have Hunger Free Heartland that offers take-home backpacks with food for weekends. We also have a free summer breakfast and lunch program that we coordinate with our summer school and summer reading programs to continue to address our students' needs. Information on these programs is in the attached documentation.

Due to the fact that we have a high percentage of Special Education students, we have added a new Special Education Teacher position this year. This additional staff member reduces the overall caseload that our SPED department has and allows us to better serve the needs of our student on IEP's.

Our district also works alongside ESU 13 to host a School Psychologist Intern through the University of Northern Colorado. We are able to have a full-time School Psychologist this way in order to serve the needs of our community. As another part of our mental health offerings we have access to a Licensed Mental Health Provider through Title IV funding: this further adds to the supports that our district needs in the area of mental health.

Professional Development time is not just for certified staff. All PD offerings are available to PARA's as well as custodial and bus drivers. We believe that this helps us have a uniform approach to our school vision. We have also added an additional 30 minutes intervention time into our schedule called tiger time.

3. Qualifications of instructional paraprofessionals

3.1

Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.

All newly hired PARA Professionals undergo the Project PARA qualification program through UNL. Each PARA must take, complete, and pass each component required in order to obtain a Certification that meets the ESEA requirements for PARA Professionals to work in a Title I school. Currently all school day, and after school staff has completed Project PARA through the course offered by the University of Nebraska. The documentation we will provide will include certification of completion certificates of several PARA's. All PARA Professionals are required to complete our job application and must have completed High School or a GED program.

4. High quality and ongoing professional development

4.1

Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

Quality professional development is always something that our staff is willing to attend and our district is willing to pursue so that we are at the cutting edge of what is going on in terms of education and best practices. Throughout the previous year, we have done more and more to get our staff similar training in areas we know are important to our school.

Trauma-informed school training, poverty training, Stop the Bleed, CPR, and suicide awareness, John Hattie Research, Whole staff training on The 7 Habits, and many more show our focus on teacher effectiveness and the use of our data to guide our instruction.

We have a highly mobile population at Bayard so we all needed to be on the same page as far as understanding how mobility, poverty, and Aces affect a lot of our children and families. CAPWIN out of Gering came and presented to our whole staff on this important topic, giving us an idea of where our students come from. ESU 13 provided poverty training for our district as well, this way we are covering a large majority of our student population.

Stop the Bleed, CPR, and Suicide awareness was the whole staff training for safe schools.

We all attended a training based on John Hattie's research and how it relates to our instructional model and best practices associated with teacher effectiveness and engagement.

Some items like the attached teacher orientation guide and teacher mentoring program are given to all staff as a common entry to our district. This pairing has increased staff trust and held our teachers accountable to the district's expectations of quality instruction and teaching practices. We hold PLC meetings throughout the year to discuss data and upcoming strategies as well and have included reform strategies as well.

5. Strategies to increase parental and family engagement

5.1	<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>The School-Parent Compact was developed after we had a Title One Review in the spring of 2017 by NDE. We were able to update all of the language on this particular section to include the required wording at that point. The Board of Education passed the new Compact as well as the Parent Involvement Policy. Parents were notified of the changed language at our Annual Title I Parent Night March 19, 2019. All Compacts are sent out along with our student handbooks and returned, filed and kept by our front office staff. Attached you will find a completed Compact. This policy was discussed at our annual Title one event and we were able to explain and review/adopt the policy at that time, parents and students were given a voice in the discussion and process.</p>	
5.2	<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>Through survey input and involvement in our School-wide meeting parents, teachers, students, community members, and Board members are all involved in the update of our Title 1 Parent and Family Engagement Policy. It has been updated and incorporated into our student handbook to ensure each parent is informed of its content. The Board approved the new policy after the change in wording during the 2018 spring semester last year.</p>	
5.3	<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 1 Meeting took place on March 19, 2019, at our Elementary School Showcase. This event is an event that is well attended and we see a considerable amount of parents and community members. During the evening we have a Title One Presentation, the powerpoint that we use for the event is attached in the folder as well as the sign in sheet for the families who attended. We utilize the night as a way to educate our community on our curriculum components and to showcase various leadership and educational experiences our kids have at Bayard. The annual meeting is a component of the night.</p>	

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
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A transition plan for students entering kindergarten that supports children and students has been developed and implemented in Bayard Public School in conjunction with the Special Education staff at our school. Currently, there are no private preschools in the Bayard community but if one were started then this procedure would apply to the private preschool as well.

The activities we are doing at Bayard for all students include: kindergarten round-up, kindergarten teacher visits to the preschool setting, student kindergarten visitation with other students in attendance (spring of 2019), preschoolers eating lunch (in the main cafeteria), and meetings with preschool staff, kindergarten staff, and families about Kindergarten readiness.

During Kindergarten Roundup all future Kindergarten students meet the teacher and play basic games that will be featured during center time, they have time to really get to know the Kindergarten teachers. The students and their families tour the entire building, visit the nurse, meet the office staff and play on the big playground.

We have initiated a new student induction program as well to address several of the needs of new students entering our school. The induction program features items like pictures of teachers, floor plans, schedules and an FAQ section geared to 5th and 6th-grade students. This program was introduced in January of 2019.

6.2

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). Provide supporting documentation in the corresponding folder.

Bayard Elementary School is a Prek-6th-grade building and our kids move across the street to Jr. High. Many of the staff members of specials including: Art, Computer, Library, Music, Band are shared staff members with a few classes (ART and Band) taking place in the Jr./Sr. High Building. We believe that one transitional plan for all students is familiarity with the floorpan and building layout of the Jr./Sr. High, each student k-6 in our building takes Art class and many of our 6th graders take band, so our students are all familiar with the building.

Our second transitional plan is the incorporation of similar devices, that students will be expected to navigate and turn in materials, and curriculum offering in math and soon to be science. We utilize google classroom and editable documents in reading and other subjects that mirror the expectations of our 7th-grade teachers. Our curriculum in math is another area where we have seen a need to be consistent 6-12 so that all math instructors (and soon to be science) can help our middle-level students on using the same materials and the same District-Wide Educational Model (Explicit Direct Instruction or EDI)

All sixth-grade students complete “A day in the life of a 7th grader” and we use a survey to determine the effectiveness of this program. Each student is paired with a 7th-grade student leader and shadows that student during their 7th grade visitation day. Survey results from our 6th-grade students is included as evidence of this day.

Future 7th Graders also come to school one day before the rest of the student body in the fall for a student orientation session. At this session they are given their schedules, shown where their classes are, and have a chance to meet any new classmates. Coaches will also be there to introduce the students to the first round of fall sports.

7. Strategies to address areas of need

7.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.

We have spent a considerable amount of adjusting our schedule to meet the needs of all of our kids during the school day as well as beyond.

In 2014 we adopted a new reading curriculum and devoted 90 minutes of blocked out time in order to successfully fulfill the needs of our students in the area of reading.

In 2014 we also changed our start time from 8:30 AM to 8:00 AM and began Breakfast in the classroom.

The breakfast in the classroom initiative was developed to impact our children education during the school day as well. The idea is to meet the basic needs of food for all students instead of making breakfast an option that competes with morning recess.

In 2017 we removed Accelerated Reading from our programming and incorporated a 30-minute block of intervention time called Tiger Time. This time is to be used toward expanding our math curriculum 3 days per week and 2 days per week are devoted toward reading. In the fall of 2019 we changed this to 2 days of reading and 2 days of math, and now incorporate our 7 Habits “Leader in Me” lessons, which is a leadership initiative we are working toward with staff and students.

Beyond the instructional day, we have also developed plans for extended learning opportunities. Our 21stCCLC is an integral part of these offerings. We partner with 4-H and the extension office to provide lessons in money management, cooking, painting, and even have a mentoring program as a result of this partnership. Our mentoring program uses funds from 4-H to hold family nights to showcase student initiatives like reading, manners and the annual Thanksgiving food drive.

Homework club is also an option for all students Monday-Thursday each week. The club is ran by classroom teachers. Our parent letter will be attached to explain homework club.

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

8.1

Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.

Title 1 funds are used to provide teachers in key areas and para-professional to support the activities of the plan. Our plan is to ensure that our class sizes are small.

The funding dedicated to Title 1 is not sufficient to support all of the activities in the plan. Additional funds are utilized from the Local General Fund, REAP funds, HeadStart funding, Title IVA funds and more.

At the direction of the Superintendent, when services are discussed at Grade Level Meetings it is imperative that students not be restricted to certain services due to qualifications only as areas is allowed by each program. For example, when utilizing the para-professional being paid for by Title funds all students are able to be served by this person. Delivering appropriate services is what is important.

There are many community programs and resources that complement the efforts of Bayard Public School and its School-wide plan. Some of them are ...

- 4H/Extension service programs
- Head-start and Preschool
- Boy/Girl Scouts
- After School programs
- Back Pack weekend food programs
- Family Literacy nights, Math nights, Fitness nights (etc.)
- Tiger Care

As the plan was developed and is yearly updated, these resources are kept in mind when discussing changes or new initiatives. Many of the leaders or adults involved with these resources are on the School-wide Committee.