**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*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| District Name: | | | | Ansley Public School | | | | | | | | |
| County Dist. No.: | | | | 44 | | | | | | | | |
| School Name: | | | | Ansley Public School | | | | | | | | |
| County District School Number: | | | | 44 | | | | | | | | |
| Building Grade Span Served with  Title I-A Funds: | | | | Pre-K - 6th grade | | | | | | | | |
| Preschool program is supported with Title I funds. *(Mark appropriate box)* | | | | | | | | | | | | ☐ Yes x No |
| Summer school program is supported with Title I funds. *(Mark appropriate box)* | | | | | | | | | | | | ☐ Yes x No |
| Indicate subject area(s) of focus in this Schoolwide Plan. | | | | | | | | x Reading/Language Arts  x Math  ☐ Other  (Specify)\_     \_\_ | | | | |
| School Principal Name: | | | | Heidi Fessler | | | | | | | | |
| School Principal Email Address: | | | | hfessler@ansleyps.org | | | | | | | | |
| School Mailing Address: | | | | PO Box 370, Ansley, NE 68814 | | | | | | | | |
| School Phone Number: | | | | 308-935-1121 | | | | | | | | |
| Additional Authorized Contact Person (Optional): | | | | Nancy Gould | | | | | | | | |
| Email of Additional Contact Person: | | | | ngould@ansleyps.org | | | | | | | | |
| Superintendent Name: | | | | Gordon Goodman | | | | | | | | |
| Superintendent Email Address: | | | | ggoodman@ansleyps.org | | | | | | | | |
|  | | | | | | | | | | | | |
| Confirm all Instructional Paras are Highly Qualified according to ESSA. | | | | | | | | | | | | x Yes ☐ No |
| Confirm Schoolwide Plan will be available to the School District, Parents and the Public. | | | | | | | | | | | | X Yes ☐ No |
|  | | | | | | | | | | | | |
| Names of Planning Team  *(include staff, parents & at least one student if Secondary School)* | | | | | | | Titles of those on Planning Team | | | | | |
| Marianne Cox   Heidi Fessler      Nancy Gould    Kristi Horn    Kelli VanSlyke     Sheri Schirmer | | | | | | | Parent  Administrator   Title I   Elem Teacher   Sped    SLP | | | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | | | | |
| Enrollment:  107 | Average Class Size:   15 | | | | | Number of Certified Instruction Staff: 15 | | | | | | |
| Race and Ethnicity Percentages | | | | | | | | | | | | |
| White:    89.7   % | | | Hispanic:  4.6     % | | | | | | | Asian:   .93    % | | |
| Black/African American:   4    % | | | | | American Indian/Alaskan Native:   .93    % | | | | | | | |
| Native Hawaiian or Other Pacific Islander:       % | | | | | | | | | Two or More Races:       % | | | |
| Other Demographics Percentages *(may be found on NEP* <https://nep.education.ne.gov/>*)* | | | | | | | | | | | | |
| Poverty:     42  % | | English Learner:       % | | | | | | | | | Mobility:   .93    % | |

| Assessments used in the Comprehensive Needs Assessment  (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
| --- | --- |
| NSCAS |  |
| MAPS |  |
| ACADIENCE |  |
| i READY MATH |  |

*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** | *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.* |
| --- | --- |
| **Ansley staff and administrators closely monitor all student data in order to be current at all times with our student’s needs. The whole staff participates in MAPS & NSCAS Data Digs that take place two times per year. Ansley uses MAPS to monitor all students in grades K-11: 3 times per year in the areas of Reading and Math, and students in grades 3-11 test 3 times per year in MAPS Language and Science. In addition, Ansley conducts Acadience testing as our reading universal screener three times per year for students in grades K-6. Grades Pre-K through 2nd grade are assessed using Narrative Language Cube at least twice per year. Beginning this year, students K-8 participate in i-Ready Math Diagnostics 3 times per year. i-Ready Math is the universal math diagnostic screener, intervention with personalized digital learning, and progress monitoring tool chosen to reach our school improvement goal. The NSCAS assessment is reviewed yearly. After each testing session, teachers and the MTSS team members meet to analyze and question the data and create plans for instruction. IEP students have individual goals and data pertaining to IEP’s is collected, evaluated and reported each quarter. Students in K-3 who are identified as "at risk" will have a Reading Improvement Plan, enter into intervention programs and are progress monitored bi-weekly. Other elementary students in Grades 4-6 who do not have an IEP, but are at risk entered into a Title I Reading Intervention class. All K-8 students participate in i-Ready Math, which sets students up on their own learning path at their skill level. All students receive online instruction and practice at their personal skill level, and teachers and students receive instant feedback; which allows for immediate reteaching when necessary. This takes place within their classroom during i-Ready Math time. Every Friday, 2 teachers meet with the MTSS team to discuss student's progress, data and to create a plan of action for the next month of learning. Ansley staff reviews comprehensive needs assessment data and disaggregates it by the following subgroups: Free & Reduced lunch, gender, special ed, ethnicity, ELL and migrant students when enrolled in our school. All teachers aligned their curriculum to state standards. School mobility rate is considered as well. The corresponding folder reflects Ansley Public School data, MTSS meeting schedules and Questioning the Data protocol.** | |
| **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.* |
| **The school year, 2020-21, marked the beginning of a new school improvement process; therefore, Ansley teachers, students, parents and community members had participated in climate/perception surveys. An “All-Call” was sent out to the community to notify them of the upcoming survey and the variety of ways to participate in the survey. Opportunities for parents to take the survey electronically was given during Parent/Teacher Conferences at various computer stations throughout the school. Community members or parents that missed Conferences continued to have the opportunity to participate in the survey through the school website. Staff and students participated online during a designated time. Surveys in other languages were provided as needed. As a result of the survey, each teacher was assigned the task to create a “communication” goal for that next year with the idea of improving communication between teacher and parent. Also, in the month of March 2020, Ansley staff held its first “data dig” to begin analysis of multiple years of data to look for trends in our program and class studies. The folder reflects information from Ansley’s previous school improvement cycle and the new perceptual/climate surveys.** | |
| **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.* |
| **Ansley “needs assessment” data is linked with the school improvement target goals and state standards, so that all students can reach high standards of achievement. This is identified in our SIP action plans, which include interventions, resources and professional development. Ansley’s new SIP goal is: “All students will improve their mathematical skills”. This year, Ansley implemented Jump Math as the new math curriculum and iReady Math as the intervention program in grades K-8. All K-8 students participate in i-Ready Math, which sets students up on their own learning path at their skill level. All students receive online instruction and practice at their personal skill level. Teachers and students receive instant feedback; which allows for immediate reteaching when necessary. This takes place within their classroom during i-Ready Math time. The high school participates in the IXL online math program as extra practice in addition to the regular curriculums. As another avenue for building a culture of mathematics, Ansley engages students with Math Monday challenges. At the beginning of each class period, K-12, students are presented with a mathematical Bell Ringer. Professional development took place for the Jump Math Curriculum and three PD sessions for i-Ready Math for all K-8 instructors. Strategies and interventions are still being implemented from the previous cycle and will continue to be a part of our school culture.** | |

**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.* |
| --- | --- |
| **Ansley staff uses the assessment tools of Acadience Benchmark & Progress Monitoring, Narrative Language Cube, Dibels Deep, reading diagnostics, i-Ready Math Diagnostics, MAPS, NSCAS, classroom grades and teacher observations to determine if goals are being met. Research based instructional strategies, along with scientifically researched based reading curriculum and math curriculum, are implemented at the core classroom level because they pertain to our school improvement plan; whereas, others are provided for the at-risk population during interventions. Ansley Elementary has a variety of research based intervention materials and strategies from which to choose based on student needs: Reading Renaissance (Accelerated Reader-all students K-6 participate), Sound Partners, Sound Partners Plus, Kindergarten Sound Partners, Rewards (2 levels), Rewards for Writing, Six Minute Solutions for Fluency, Lively Letters, PALS Reading & Math, Write Tools, Stepping Stones, Step Up to Writing for Math, Story Grammar Marker, Language Mastery, Reading Mastery, Corrective Reading, Barton Reading & Spelling System, IXL Math, i-Ready Math, Connecting Math Concepts, Building Academic Vocabulary, Explicit Instructional strategies, APL, ALP and L to J strategies. A few of these are parallel curriculums for Tier 3 students; some interventions are used for both Tier 2 & 3. Many instructional strategies are used for all students in core instruction because they are best practices and pertain to school improvement goals. Each student, K-3, who qualifies for a Reading Improvement Plan, is administered further reading diagnostics in all five areas of reading. These diagnostics help drive the selection of the student’s reading intervention programs. Students in reading interventions are progress monitored bi-weekly using Acadience Progress Monitoring tools. The SLP conducts small or whole class intervention using Story Grammar Marker and students in Language interventions are monitored 2-3 times per year using Narrative Language Cube. All K-8 students participate in the i-Ready Math personalized instruction for an average of 45 minutes or more per week. Teachers are provided with growth monitoring reports and instant feedback of skill acquisition. This allows classroom teachers, Title, Sped teachers and paras to reteach and fortify skills of “at risk” students immediately as they continue to progress through their individualized learning path. The goal is to close the gap of skill level and reach on-level math content. All parents receive notification letters if their child is receiving Title I services or has a Reading Improvement Plan. Monthly updates of their child’s progress is sent home in a purple folder with comments from the teacher. Parent/Teacher conferences are held twice per year to discuss student’s progress. In addition, for students in the SAT process, SAT meetings are held with parents 3-4 times per year. APS has a HAL program for 3 levels: elementary, junior high, and high school. Equally important, Ansley closely monitors student’s social/emotional needs. The school counselor meets with all classes Pre-K - 6th grade and utilizes the secondSTEP program, which emphasizes social/emotional learning as well as useful tools for academic achievement. The Preschool program the counselor uses is called KinderSocial Skills. The counselor also meets individually with students who are experiencing social/emotional issues or are in need of learning social skills. Some of the intervention programs that are used within the counseling program are Cognitive Behavioral Therapy, Behavioral Therapy, and Solution-Focused Behavioral Therapy techniques. An outside entity is donating the funds for a professional mental health practitioner to work with Ansley students as well. Summer School is offered for Title I and Special Ed students, K-12. Ansley offers a Summary Library program for all students with engaging academic activities and open reading opportunities. Also, an after school program, the VIP Club, is optional for students on a daily basis. Students who attend VIP are given study time with helpful paraeducators available to answer questions and offer reteaching. VIP also provides after-school snacks and enrichment activities. Translation is provided as needed.** | |

**3. High quality and ongoing professional development**

| **3.1** | *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.* |
| --- | --- |
| **All Ansley Paraprofessionals are highly qualified and meet the ESEA requirements. All paras have college hours, associate degrees, or have participated in the Paraprofessional Training. All Paraprofessionals are required to participate in professional development activities sponsored by the school to support school improvement goals and student needs. In addition, Ansley paras attend ESU 10 Para Training in August and October. Ansley Public School administrators, staff and paraprofessionals adhere to the NDE Rule 10 /409.02 standard of Professional Development. Professional development is designed to enhance teaching skills and strategies pertaining to the goals of the school improvement plan in order to meet the needs of all students. This year, all K-8 staff participated in three professional development sessions pertaining to the i-Ready Math program Ansley implemented for the school improvement goal. K-8 teachers also received training for the new math curriculum, Jump Math. For the last decade, Ansley administrators have been diligent in requiring all staff to learn and implement the instructional strategies of APL and Adolescent Literacy Project. All teachers are observed for effectiveness during Learning Walks that take place once per quarter. Our school instructional model and evaluation tools require adherence to these strategies of best practices. Professional development of Social/Emotional learning has taken precedence in the last couple of years. This year, the entire staff attended the Emotional Poverty Conference hosted by the ESU10. Discussion is currently taking place about arranging for more PD in relationship building and behavior management with at-risk students. The staff are required to take the state mandated Suicide Training and insureance requires Vector Training for each staff member as well. Equally important, Ansley administrators require each staff member to create professional goals that can be measured and proven. For example, recently, staff created their own professional goals and a mandated “communication” goal pertaining to parent-teacher communication. Each staff member is also required to create a student goal. This year, Ansley administrators led the staff through a couple of data trainings & digs with discussions regarding the results. In addition, Ansley’s MTSS District team has undergone training by the Regional MTSS Director and in turn, the team is leading the staff through developing our MTSS procedures. Not only does the staff participate in planned professional development by the administrators, staff is also encouraged to take advantage of classes, conferences and workshops that would benefit them and their students in their respective fields of education and maintenance of current knowledge and skill processes within that field. The folder contains professional development documents pertaining to school improvement goal and proof of other workshops/conferences attended by our teachers. It also provides information pertaining to the APL/ ALP Learning Walk response sheets and requirements, and sign-in sheets from professional development days.** | |

**4. Strategies to increase parent and family engagement**

| **4.1** | *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.* |
| --- | --- |
| **Ansley parents and students are invited to contribute in the planning and implementation of the schoolwide Title I School-Parent Compact at the Title I Annual Meeting and review process; which is held during the Annual Open House. The School-Parent Compacts are handed out to all parents in their “family folder” upon arrival to the Open House. After the All Parent/Community welcome and meeting, all are invited to participate in a Title I Annual Meeting where a deeper review/development process addressing the Compact takes place. The compact is to be returned to the school after families discuss and sign at home and are kept on file for further review at parent meetings. Invitation to the Annual Open House/Title I Annual Meeting is put in the newsletter, school website and local newspaper. Translation is provided as needed. The folder contains documents showing the Title One Annual Meeting documents, Compact and sign-in sheet.** | |
| **4.2** | *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.* |
| **Ansley parents and students are invited to contribute in the planning and implementation of the School wide Title I Parent & Engagement Policy at the Title I Annual Meeting and review process; which is held during the Annual Open House. The Title I Parent & Family Engagement Policies are handed out to all parents in their “family folder” upon arrival to the Open House. After the All Parent/Community welcome and meeting, all are invited to participate in a Title I Annual Meeting when a deeper review/development of the Family Engagement Policy processes take place. Invitations to the Annual Open House/Title I Annual Meeting is put in the newsletter, website, and local newspaper. Translation is provided as needed. The folder contains documents showing the Title One Annual Meeting documents, Title I Parent & Family Engagement Policy and sign-in sheet.** | |
| **4.3** | *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.* |
| **Parents are invited to participate in the Annual Title I Meeting, which is held during our yearly Open House. Parents contribute to the planning and implementation of the schoolwide plan, School Parent-Teacher Compact and Title I Parent and Family Engagement Policy. The documents are handed out to all parents in their “family folder” upon arrival to the Open House. In a large meeting, these documents are introduced. Then, parents are invited to participate in a deeper review/development process later that same evening. During the Title I meeting, all documents are discussed and reviewed. Kindergarten families and families new to our school are then introduced to our MTSS process, assessment routines and procedures and are taught how to read student progress reports. Explanation of Ansley’s SAT program is introduced and communication between parents and teachers is encouraged and parents are told the variety of ways communication may take place. The folder contains Title I Meeting documentation, handbooks, Parent & Family Engagement Policy and the Compact.** | |

**5. Transition Plan**

| **5.1** | *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).* |
| --- | --- |
| **Each year, Ansley Public School invites appropriately aged children from the district to attend PreSchool Round Up. This year parents and preschool aged children attended one of 2 sessions on March 21, 2022 to meet the teacher, play in the room and learn about the procedures and program Ansley has to offer. Because Ansley has an in-house Pre-School, children from our Pre-School have exposure to our school before coming to Kindergarten. However, children who did not attend our Preschool are invited to participate, along with our Preschoolers, in a morning of “school-like” activities in the Kindergarten room. This is implemented so children can meet the teacher and get a feel for the classroom. The Kindergarten teacher meets with the parents to discuss Kindergarten readiness and Kindergarten expectations the night of our Annual Open House. The Annual Open House affords all students, Pre-K through 6th grade, an opportunity to meet their new teacher and view their classroom before the first day of school. Families with students that are new to our school meet with the administration before the students begin their first day with us. They are given a tour of the school, appropriate documents explaining our programs offered, meet their teacher, class and any other probable teachers; such as, Special Ed, Speech Pathologist or Title I teachers. When a new student enrolls, the MTSS team meets to review the student’s file. Once the new student is comfortable, the student is assessed using Acadience, Reading Renaissance and i-Ready Math to ascertain the student’s skills. The MTSS team and classroom teachers meet to analyze the data and design intervention plans if needed. Translation is provided when needed.** | |
| **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).* |
| Ansley staff changed the way we typically acclimate our 7th graders into the secondary school procedures and schedule. Ansley spent two years testing different approaches in preparing our students in order to help them be more successful with junior high expectations. This year, 2021-2022, administration and staff moved the 6th grade classroom out of the elementary hall and placed them in the secondary hallway. They were given space in a different hallway to hang their coats and backpacks, as if they had lockers. More importantly, during the morning hours, a middle school scenario was created; thereby, necessitating the 6th graders to rotate through different teachers, classrooms and PE/Music classes. The 5th & 6th grade teachers switch classes for math and science; therefore, the 5th graders also have an opportunity to transfer to the high school hallway for one period per day. The students then spent the afternoon hours in their own 5th & 6th grade classrooms. Finally, at the end of the year, students are provided an orientation of middle school expectations. This orientation consists of a tour of the classrooms that will be new to them, the various new curriculum opportunities that will be afforded to them; such as, AG class and discussion of new expectations. Other portions of the orientation will consist of how the structure of classes will look different than that of elementary, information on the variety of extra-curricular activities that they can participate in, as well as where and how to seek help, whether that be from classroom teachers, the principal or the school counselor. They will have an opportunity to follow a bell schedule for a couple of periods and meet the middle/high school staff. At the beginning of the new school year, Ansley holds an Annual Open House where all students have another opportunity to meet staff and engage in conversation. When a student exits our school system in the middle of the year, all records, including Title I, 504 Plans and Sped information when necessary, are sent to the new school requesting the information. Many times we contact the new school to aid them and the student’s transition into the new environment. | |
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**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.* |
| --- | --- |
| **As a result of the Ansley Elementary’s universal reading screener and MAPS scores, groups are formed within classrooms and at-risk students are diagnosed and placed in appropriate interventions. These interventions are conducted during specified WIN Time (What I Need). It is possible for some students to receive even more intervention than what WIN time provides, especially if a student needs to receive further services from the Speech Language Pathologist, Physical Therapist, Occupational Therapist or Special Ed teacher. Students considered at-risk are progress monitored with Acadience materials weekly or bi-monthly, as well as other diagnostics used periodically when needed. Teacher meetings are held to examine the results and draw conclusions for the appropriate course of action. The Title I teacher, Speech/Language Pathologist, Special Ed teacher, and/or Paraprofessionals continue providing appropriate services to these students until goals are met. Keeping in line with our school improvement goal, all students K-8 are required to spend a minimum of 45 minutes per week in the i-Ready Math program, which provides online tutoring, practice and remediation of math skills. Other learning opportunities come from Ansley’s in-house Pre-School Program. Pre-school is held five day per week as an all day program. Ansley implements a HAL program, keyboarding, Spanish, Art, Music and Physical Education programs for all PK-8 grades. Other opportunities for our elementary student’s extended learning are the HERO’s program, Summer School and Summer Library Program. In the morning, many students come for breakfast and also work on homework before class begins. Paras or teachers are available during this time to work with students. Also, the Spartan After School VIP Club program is directed and taught by a paraprofessional and extra help from a few high school students. They support children with their homework, provide snacks and other educational and fun activities until 6pm. One important aspect of extended learning time is the Second STEP program provided by our school counselor. This curriculum emphasizes social/emotional learning as well as useful tools for academic achievement. The folder contains information on all of these programs and random special events held during the year.** | |