

# Title I Schoolwide Plan

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

*The New Title I Schoolwide Plan is due to the NDE Federal Programs office  
by April 1st*

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| Date of Review:   | 8/14/2024  |
| District Name:  | Allen Consolidated Schools   |
| School Name:  | Allen Consolidated Schools Elementary  |
| County-District-School Number:<br>xx-xxxx-xxx                                 | 26-0070-02   |
| Grades <b>Served</b> with Title I-A Funds:<br>(PK is rarely served)           | K-6  |
| Preschool program is supported with Title I funds. (Mark appropriate box)     | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Summer school program is supported with Title I funds. (Mark appropriate box) | <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<br><input checked="" type="checkbox"/> Math<br><input type="checkbox"/> Other<br>(Specify) _____ |
| School Principal Name:  | Michael Pattee   |
| School Principal Email Address:   | mpattee@allenschools.org   |
| School Mailing Address:   | PO Box 190<br>Allen NE 68710   |
| School Phone Number:  | 402-635-2484   |
| Additional Authorized Contact Person<br>(Optional):                           | Alissa Hendrix   |
| Email of Additional Contact Person:   | ahendrix@allenschools.org  |
| Superintendent Name:  | Michael Pattee   |
| Superintendent Email Address:   | mpattee@allenschools.org   |

| <u>Names of Planning Team</u><br><i>(include staff, <b>parents</b> &amp; at least <b>one student</b> if <b>Secondary School</b>)</i> | <u>Titles of those on Planning Team</u> |
|--|---|
| Shannon Ridenour   | <u>Parent</u>                           |
| Michael Pattee   | <u>Administrator</u>                    |
| Lana Oswald  | Administrator                           |
| Jason Olesen   | Board member                            |
| Callie Anderson  | Teacher                                 |
| Carla Dickens  | Teacher                                 |
| Gabe Olesen  | Student                                 |
| _____  | _____                                   |
| _____  | _____                                   |
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**School Information**  
*(As of the last Friday in September)*

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|--|-------------------------------------|---|
| Enrollment: 56   | Average Class Size: 8               | Number of Certified Instruction Staff: 11 |
| <b>Race and Ethnicity Percentages</b>  |                                     |   |
| White: 99.94 %   | Hispanic: .6 %                      | Asian: 0 %                                |
| Black/African American: 0 %  | American Indian/Alaskan Native: 0 % |   |
| Native Hawaiian or Other Pacific Islander: 0 %   |                                     | Two or More Races: 0 %                    |
| <b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i> |                                     |   |
| Poverty: 51.5 %  | English Learner: .02 %              | Mobility: 9.13 %                          |

| <b>Assessments used in the Comprehensive Needs Assessment</b><br><i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i> |              |
|--|--------------|
| <b>MAPS</b>  | <b>NSCAS</b> |
| <b>Aims Web</b>  |              |
|  |              |
|  |              |

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|--|---|
| Confirm all Instructional Paras are Qualified according to ESSA. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
|--|---|

**The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.**

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

## 1. Comprehensive Needs Assessment

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| <b>1.1</b>   | <p><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> |
| <p>Disaggregated student data is compiled to identify areas for concentration of effort. The disaggregated data includes the following areas: gender, ethnicity, special education, socio-economic status, English Language Learners, migrant, mobility, and drop-out information. The district schedules and conducts a conference (in-service day) after assessments have been administered, wherein, teachers and administrators partake in discussion regarding curriculum enhancement in accordance with student performance trend lines. Teachers are encouraged to reflect upon curriculum enhancement not only during those in-service days, but also during periodic school improvement meetings, where they also review current assessment data and discuss ways to help ‘at-risk’ students obtain greater academic success. Allen Consolidated Schools uses AIMSweb to progress monitor all kindergarten through 6th grade students. AIMSweb has been incorporated into Allen’s Response to Intervention (RtI/MTSS) efforts. Benchmark screening and progress monitor results are discussed at Student Assistance Team (SAT/RTI) meetings. Allen currently uses AIMSweb to progress monitor early literacy/numeracy skills, reading fluency and comprehension, and math computation and concepts. All kindergarten through 6th grade students are assessed three times a year—fall, winter, and spring. Within a week after each benchmark assessment, the Title teacher and principal meet with each classroom teacher to discuss students who fell below benchmark and if interventions are necessary. All students who fall in the ‘monitor’, ‘strategic’, ‘at-risk’, and ‘deficit’ ranges are progress monitored weekly to ensure academic progress is being made toward the benchmark target. Students who fall in the ‘strategic’, ‘at-risk’, and ‘deficit’ ranges are considered for interventions. In addition to AIMSweb data, the three also look at MAP and NeSA data as well as teacher norm-referenced tests to determine which students may benefit from interventions. Students who are on IEP’s (Individualized Education Plans) receive interventions in the Special Education room. All other students who need interventions receive them in the Title room. Forty-five minute intervention blocks are scheduled for every classroom, kindergarten through 6th grade, and do not overlap with core instructional time. Reading interventions last 22 minutes, while math interventions last 22 minutes. The elementary Student Assistance Team meets at the 4th week data point, 7th week data point, 10th week data point, and 14th week data point marks to discuss current interventions that are being used and the need to either keep the intervention, change the intervention, or dismiss the student from the intervention. NSCAS and MAP results are also used during school improvement meetings to determine whether curriculum changes are necessary. Teachers also meet on in-service days to discuss curriculum alignment in correlation with standards and how classroom instruction can assist students in meeting standards.</p> <p>The most recent means of assessing needs include reviewing student performance on NSCAS, MAPs, and AIMS Web assessments. Additionally, norm-referenced tests, as administered by individual classroom teachers are reviewed. The ELPA-21 is administered to English Language Learners, as necessary.</p> <p>NSCAS—Nebraska State Accountability (NSCAS) is the state’s standardized testing system that every school in the state is required to complete. The NeSA tests provide teachers, students, and parents with an accurate assessment of student progress in mastering basic skills based on Nebraska’s Reading and Math Standards. Students complete assessments in Reading, Math, and Science.</p> |   |

MAP—Measures of Academic Progress assessments are the norm-referenced tests utilized in Allen to report to the state. MAP are electronically administered three times a year—fall, winter, and spring. Areas assessed are reading, language arts, math, and science. MAP are computer-based assessments that adjust to the student’s ability level as they are being taken. MAP assessments measure student growth in accordance with state standards that are developed by the Nebraska Department of Education. In Allen, MAP are administered to grades kindergarten through 10th grade.

Aims Web--This assessment is used to determine if students are on grade level or off grade level. If off grade level students are placed in intervention groups. Progress monitoring is used to determine the success of the interventions. Intervention groups are fluid.

ELPA 21—The English Language Development Assessment is a requirement of Title III.

**1.2**

*Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.*

The school provided two ways for parents and community members to provide input on identifying the needs of the school. The first method was with a community meeting held at the beginning of the school year and the second was a survey that was distributed during parent teacher conferences. Every effort was made to encourage response to these surveys. The survey results were tabulated and shared with all staff, including the school improvement committee. Results were considered when discussing school-wide Title improvements. Plan revision is a continual process in conjunction with school improvement efforts. Consistencies in the survey reveal that parents feel their children lack motivation and extra support at school. The results of the parent/ community meeting focused on more direct instruction for students who were struggling. A result of the parent community meeting was to continue with the intervention program that has been in place for the K-6th graders. Examining the core curriculum was also a focus once information was gathered. With that information Allen elementary has started to participate in the MTSS process so we can examine our core and make sure we are teaching with fidelity.

**1.3**

*Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.*

Teachers adapt their curriculum to meet the diverse needs of each class they teach. Current, research-based strategies addressing identified areas of need are tied to current school improvement efforts per Rule 10 accreditation and federal guidelines. Strategies in place include peer assessing, peer tutoring, small group activities, visual aids, oral discussions, and differentiated instruction strategies. All teachers within the district implement APL strategies and classroom management techniques. All teachers provide assistance before or after school to students in need of additional homework assistance or skills building activities. All teachers within the district implement APL strategies and classroom management techniques. The district provides summer school for students in grades K-6 who are struggling in core academic areas. Ongoing curriculum alignment aids in student achievement and attainment of school improvement goals. ELPA-21 scores are reviewed to determine students who may need accommodations due to inept language proficiency. Technological incorporations include Promethean boards, Ipads, Learning platforms such as google classroom and SeeSaw, and Chromebooks for every student in the elementary. The following are the current school improvement goals for the district; Increase District achievement in math and reading; Previous goals remain important to the district and continue to guide decisions made regarding curriculum and instruction.

The most recent means of assessing needs include reviewing student performance on NSCAS, MAP, and AIMSweb assessments. The district schedules and conducts a conference (in-service day) after assessments have been administered, wherein, teachers and administrators partake in discussion regarding curriculum enhancement in accordance with student performance trend lines. Teachers are encouraged to reflect upon curriculum enhancement during periodic school improvement meetings, where they also review current

assessment data and discuss ways to help 'at-risk' students obtain greater academic success. The elementary Student Assistance Team meets at the 4th week data point, 7th week data point, 10th week data point, and 14th week data point marks to discuss current interventions that are being used and the need to either keep the intervention, change the intervention, or dismiss the student from the intervention. If the student is making little progress, the current intervention is changed. If interventions are deemed unsuccessful, the team discusses whether a Special Education evaluation is necessary to determine the student's needs. NSCAS and MAP results are also used during school improvement meetings to determine whether curriculum changes are necessary. Teachers also meet on in-service days to discuss curriculum alignment in correlation with standards and how classroom instruction can assist students in meeting standards.

## 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.*

Curriculum is adopted to meet the diverse needs of each class. Current, research-based strategies addressing identified areas of need are tied to current school improvement efforts per Rule 10 accreditation and federal guidelines. Strategies in place include peer assessing, peer tutoring, small group activities, visual aids, oral discussions, and differentiated instruction strategies. Technological incorporations include Promethean boards, iPads, and learning platforms such as google classroom and seesaw. Every student has a specific Chromebook that they are assigned and can use throughout the whole day. All teachers within the district implement APL strategies and classroom management techniques. All teachers provide assistance before or after school to students in need of additional homework assistance or skills building activities. The district provides summer school for students in grades K-6 who are recommended for additional skills building opportunities. Ongoing curriculum alignment aids in student achievement and attainment of school improvement goals. The Title I services include the incorporation of one Title I teacher and two paraprofessionals circulating among classes, providing small group instruction and supplemental strategies to enhance achievement. All teachers maintain focus on the five essential components of reading, which include: Phonological Awareness, Alphabetic Principle, Fluency, Vocabulary, and Comprehension. The core reading curriculum is McGraw-Hill Reading Wonders, which is scientifically research-based and provides adequate coverage of the 'Big 5' concepts of reading. In the area of Math Saxon Math was adopted and used K-6 at Allen Schools. Supplemental and intervention materials include the following programs that could be used with K-6 students: Stepping Stones, Read Naturally, Sound Partners, Language for Learning, Language for Thinking, Language for Writing, Visual Phonics, REWARDS, Early Interventions in Reading, Math Facts in a Flash, Reading Mastery, Reading Mastery Plus, Peer Assisted Learning Strategies (PALS) Reading and Math, Six-Minute Solution, and Step Up to Writing. Strategies implemented in K-6 classrooms include: direct instruction, small group instruction, peer tutoring, teacher modeling, ability level grouping, visual learning, study guides, semantic maps, graphic organizers, learning games and manipulatives, repetitive practice, explicit learning, and problem-solving activities. Fourth through sixth grade classrooms have departmentalized core subjects to enhance instruction and ease transition from elementary school to junior high. Parent and community volunteers will continue to be used as necessary to provide supplemental instruction and interventions.

The Student Assistance Team (SAT), and Response to Intervention team (RtI/MTSS) team meet to discuss interventions and determine if interventions are helping students succeed. Students who are struggling to meet the rigors of grade level work are identified and scheduled in "intervention" time. While receiving interventions data is collected weekly using Aims Web progress monitoring. This data is charted and after so many data points the team decides if the student is closing the achievement gap, staying the same or not increasing. At that time decisions are made in regards to keep the intervention in place, change the intervention, or dismiss the student from intervention services.

IFSP/IEP teams, ILCD team, and 504 committee will continue to provide pertinent information regarding specific accommodations necessary to ensure the success of all students. Students who do not receive Title or Special Education interventions partake in skills building or enrichment activities in the classroom. High Ability

Learners (HAL) participate in enrichment activities during this time. English Language Learners (ELL) receive academic interventions as needed as well as language and vocabulary building instruction. Students with high needs also receive interventions from the paraprofessionals, as necessary. All instructional and intervention materials and strategies are research-based.

### 3. High quality and ongoing professional development

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| <b>3.1</b>   | <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.</i> |
| <p>All levels of staff are encouraged to participate in research-based professional activities. Professional development opportunities are made available to the staff and actively promoted. During each in-service day, the staff receives training from administration, other staff, or ESU personnel. This year has been hard to attend professional development, but during normal we rely heavily on ESU #1 to provide quality PD. Every year as a staff Allen Consolidated Schools schedules full day in-service. During in-service days, assessment results are reviewed, and curriculum adaptations/strategies are discussed that promote higher achievement for all students, particularly those who have not performed well on assessments. Curriculum alignment is also discussed in conjunction with school improvement efforts.</p> <p>The last three years a team of teachers and administrator started the process of attending MTSS professional development meetings at ESU #1.</p> <p>During the 2023-2024 school year a full day of professional development was organized by Allen Consolidated Schools, Ponca Public Schools, Hartington Newcastle Schools and Emerson-Hubbard Public Schools. This full day of PD had break out session for teachers and paraprofessionals.</p> |   |

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

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| <b>4.1</b>  | <i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.</i>   |
| <p>Teachers, parents, and students are involved in developing the compact and review it at the annual parent meeting. At the beginning of the school year, the teacher-parent-student compact is sent home with the student handbook and signed by all teachers, parents, and students. The compact is further discussed and reviewed by all involved parties at the fall parent/teacher conferences. Any suggestions for revision are taken into consideration when planning for the following year.</p> |   |
| <b>4.2</b>  | <i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.</i>                  |
| <p>Parent meetings are held in the fall. Parents are continually encouraged to volunteer time at the school and partake in individual class activities. During meetings, the school-wide plan and policy and procedures are reviewed, discussed and updated. Parent input is considered and used when revising the school-wide 'Parent Involvement Policy'</p>  |   |
| <b>4.3</b>  | <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.</i> |
| <p>The title 1 parent meeting is conducted in the fall and is held in the multipurpose room. The meeting is advertised in the back to school packets that are sent home to all families as well as on the school web site and the August Newsletter.</p>  |   |

### 5. Transition Plan

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| <p><b>5.1</b></p>   | <p><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></p> |
| <p>Each spring, upcoming kindergarteners and their parents are invited to school to tour the kindergarten classroom, meet the teacher, see kindergarten students at work, and eat lunch with the kindergarten students. In April, Kindergarten Round-Up provides future kindergarten students and their families an opportunity to visit the kindergarten classroom, participate in activities, enroll in kindergarten, and become acclimated to the school environment. Children at Kindergarten Round-Up are also screened to identify any additional needs they may have as they enter school, or needs that could be addressed before kindergarten</p> <p>Every year, all students and parents are encouraged to attend 'Back to School' night, which orients parents and students with the school building and familiarizes them with the teachers therein. At this time, parents complete necessary paperwork for school records and student files. The night is concluded with a hotdog feed for all parents, teachers, and students who attended. As new students enroll in our school system, our guidance counselor and principal give them a tour of our school, present them with a handbook of our school policies and rules, and assist in designing an individualized academic schedule that promotes success at Allen Consolidated Schools. They also meet and visit their teachers during this tour. Although Allen has a very small percentage of English Language Learners, an interpreter from the ESU is provided as necessary. At Allen the 6th grade students are taught English by the secondary Language Arts Teacher. This program allows the students to move from the 6th grade room into a classroom on the secondary level. It also introduces them to the expectations and grading practices that are common at the secondary level.</p>   |  |
| <p><b>5.2</b></p>   | <p><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></p>  |
| <p>Each spring, upcoming kindergarteners and their parents are invited to school to tour the kindergarten classroom, meet the teacher, see kindergarten students at work, and eat lunch with the kindergarten students. In April, Kindergarten Round-Up provides future kindergarten students and their families an opportunity to visit the kindergarten classroom, participate in activities, enroll in kindergarten, and become acclimated to the school environment. Children at Kindergarten Round-Up are also screened to identify any additional needs they may have as they enter school, or needs that could be addressed before kindergarten</p> <p>Every year, all students and parents are encouraged to attend 'Back to School' night, which orients parents and students with the school building and familiarizes them with the teachers therein. At this time, parents complete necessary paperwork for school records and student files. The night is concluded with a hotdog feed for all parents, teachers, and students who attended. As new students enroll in our school system, our guidance counselor and principal give them a tour of our school, present them with a handbook of our school policies and rules, and assist in designing an individualized academic schedule that promotes success at Allen Consolidated Schools. They also meet and visit their teachers during this tour. Although Allen has a very small percentage of English Language Learners, an interpreter from the ESU is provided as necessary. At Allen the 6th grade students are taught English by the secondary Language Arts Teacher. This program allows the students to move from the 6th grade room into a classroom on the secondary level. It also introduces them to the expectations and grading practices that are common at the secondary level.</p> <p>Allen Consolidated Schools provides a number of things that can help our student's transition from secondary to post-secondary opportunities. The guidance counselor offers two different FAFSA nights for students and parents to learn how to properly fill out the forms so the students can receive financial assistance to pay for college. In addition to FAFSA night our guidance office constantly has college recruiters and military recruiters come to the school to meet with our Junior and seniors. A new program that we have started is Friday's at Northeast. At Allen the senior class comes to school Monday through Thursday. On Friday the students are</p> |  |

either taking college classes at the Northeast Community College campuses at Norfolk or South Sioux City or they are doing internship for local businesses. We feel that this program allows our students to receive college credit or work experience that is vital for their future. In addition to receiving college credit the students are experiencing what it is like to be a college student while still having the security of high school and the structure of a regular week Monday through Thursday. Students are responsible for transporting themselves to the college campuses on Friday or to their internships but the school is paying for the classes.

**6. Strategies to address areas of need**

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| <b>6.1</b>  | <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>Teachers participate in the ‘Before and After School Program’ that allows all students K-6, regardless of classroom status, to seek homework assistance and participate in additional skills-building activities beyond the instructional day. Adults and peers, tutor and mentor at-risk students in academic and social areas of need. K-6 students who would benefit from tutoring are identified by teachers and through the SAT and 504 processes. All K-6 students who are at-risk receive intense direct instruction from their classroom teachers as designated during and outside of the instructional day. Those students also receive intervention time in the area of reading and math that is beyond the "regular" instruction that takes place in the classroom. Allen has a preschool program from 8:00 a.m. to 12:00 p.m. available to eligible children whose parents wish to enroll them. Summer School will begin the Monday after school ends in May and will last four weeks from 9:00 a.m. to 12:00 p.m. for any child who wishes to attend. At-risk students are encouraged to attend. In summer school, students receive skills building instruction for math and reading.</p> |  |

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

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|------------|---|
| <b>7.1</b> | Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i> |
| N/A        |   |