

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:	Scottsbluff Public Schools
County Dist. No.:	79-032-005
School Name:	Roosevelt Elementary
County District School Number:	79-032-005
Building Grade Span Served with Title I-A Funds:	K-5
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input 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:	Frances Burkhalter
School Principal Email Address:	fburkhalter@sbps.net
School Mailing Address:	1306 9th Avenue Scottsbluff, NE 69361
School Phone Number:	308-635-6259
Additional Authorized Contact Person (Optional):	Robin Hoxworth
Email of Additional Contact Person:	rhoxworth@sbps.net
Superintendent Name:	Andrew Dick
Superintendent Email Address:	adick@sbps.net
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Carla Garcia Frances Burkhalter Fernando Vizcaino Danielle Driscoll Alexia Lanka Lori Weidaman Brenda Kautz Elizabeth Dunegan Sarah McCabe Victoria Gonzales Robin Hoxworth Kiowa Rogers	<u>Parent Administrator</u> Teacher Teacher Teacher Teacher Teacher Teacher Parent Para Professional Administrator Specialist

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 242	Average Class Size: 20	Number of Certified Instruction Staff: 23
Race and Ethnicity Percentages		
White: 10 %	Hispanic: 81 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 7 %	
Native Hawaiian or Other Pacific Islander: 1 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 91 %	English Learner: 45 %	Mobility: %

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

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	<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>Roosevelt Elementary uses assessment data to identify the needs of all students. Student assessment data includes: NSCAS Reading, NSCAS Math, NSCAS Science, NWEA MAPS (3 times each year K-2), ELPA 21, InView, District Common Assessments, (K-2), Foundations Assessments, Reading Fluency Benchmark Assessments (1-5), Wit and Wisdom Common Assessments (K-5) and Bridges Math Common Assessments (K-5). All assessments (NRT/CRT) are reviewed by the staff and utilized in the decision-making process to guide instructional practices. Roosevelt Elementary has implemented daily Reading and Math Target Time in every classroom to address the needs of reteaching, intervention, and enrichment opportunities. Students at each grade level and content area are identified through the comprehensive assessments to receive needed instruction for academic progress. Weekly PLCs are used by classroom teachers to review classroom assessment data and place students correctly in Target Time groups. Students identified through ELPA21 are provided targeted language instruction from a certified EL teacher. Staff works collaboratively to plan strategies, utilize resources, and initiate interventions to improve achievement in Professional Learning Communities (PLCs) and through the MTSS process. Students are referred to the MTSS Team if additional interventions are needed.</p>	
1.2	<p><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>
<p>Surveys have been developed as part of the School-Wide Improvement Process. Roosevelt students were surveyed in the spring of 2021 to assess school climate and school relationships. Another survey will be conducted in March-April of 2022. Roosevelt staff was surveyed in February 2019 to assess school climate. The results of all surveys are shared with staff to aid in informed decision making when meeting the needs of all students at Roosevelt Elementary. Scottsbluff Public Schools conducted a Back to School Survey in July 2020 to aid in decision making for the Return to School in the fall of 2020. A parent survey was conducted in the fall of 2021 to assess community satisfaction with the SBPS Return to School Plan. These surveys were conducted as a result of the school closure based on the CoVid 19 Pandemic.</p> <p style="padding-left: 40px;">The TIPS Plan was presented to the PTO for revisions and suggestions in September 2022.</p>	
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i></p>
<p>District Curriculum is based on Nebraska Content Standards and is implemented in the content areas of Science, Math and Reading. Budgetary purchases support the curriculum and standards based upon instructional needs. ELA Curriculum such as: Wit and Wisdom (K-5) and Wilson Reading Intense Intervention (3-5) were implemented in the fall of 2018. Intervention Curriculum: Really Great Reading (K-2), Six-Minute Solutions (3-5) and Delta Math (2) were implemented in fall 2021. Ready Reading (3-5), Magnetic Reading (K-2) and Ready Math (K-5) have been implemented throughout the 22-23 school year. Planned schoolwide strategies have been initiated based upon research pertinent to effective teaching and instructional programming to improve achievement. Strategies include but are not limited to: daily target reading groups, Foundations re-teaching, Afterschool Learning Loss Workshops, EL Pull-out and Push-in Instruction, fluency reading practice, Socratic Seminar, Content Integrated Writing, and Hands-on Science.</p>	

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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>Students not meeting academic standards are identified using assessment data collected from both Norm Referenced and Criterion Referenced Tests. Staff members meet weekly in PLCs to analyze student data for the purpose of identifying students in need of extra support. The added support could be in grouping for Reading or Math Target Time, Target Time content, small group opportunities, in-class support with a para-professional, Intervention Groups (Foundations EL Vocabulary Instruction, Wilson Reading, Six-Minute Solutions, Really Great Reading, Bridges Math Intervention), Learning Loss Workshop, or referral to the MTSS Team. Students identified through the ELPA21 Screener as a beginner or early intermediate EL work in small groups with a certified EL teacher. These students receive the identified skills needed to succeed in the classroom.</p> <p>Students at risk of not succeeding due to non-academic reasons are assisted through the building wide implementation of Zones of Regulation, daily Class Meetings, staff training for Trauma Sensitive Schools, training for Diversity Inclusion, the SEL Curriculum of Second Steps, or the on-site school counselor.</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>Scottsbluff Public Schools collaborates with ESU #13 to coordinate staff development opportunities which support school improvement goals. Surveys are conducted to identify building staff and teacher support needs. Building Administration facilitate discussion to determine building needs to support teacher skills in instructional strategies. The Scottsbluff Public School District has initiated a variety of workshops and trainings to support the School Improvement Plan. Professional Development opportunities at the district and building level include: Building Trauma Informed Schools, Positive Behavior Supports, Wit and Wisdom Instruction, Ready Reading and Ready Math implementation, Magnetic Reading Implementation, Restorative Practices, EL Consortium Trainings, 7 Steps to a Language Rich Interactive Classroom Book Study, Bridges Math Training, MTSS, and Trauma Sensitive Social/Emotional Learning Strategies.</p> <p>New teachers are given opportunities through the New Teacher Induction and Mentoring program which provides learning opportunities throughout the school year with mentor teachers.</p> <p>Grades K-5 meet with Content Area Specialists to support the implementation of Wit and Wisdom and Bridges Math. The Content Area Specialists also support the implementation of content intervention programs of Ready Reading, Ready Math, and Magnetic Reading. Teachers are given time to analyze assessment data, make decisions for future instruction, and identify areas of needed academic support.</p>	

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>The School-Parent Compact was developed at the district level through a planning team consisting of parents, teachers, and the building administration. The compact is shared at grade level meetings with parents and is available on-line. The School-Parent Compact is also available in Spanish.</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>The Scottsbluff Public Schools Board of Education Policy 1005.03 and 1005.03a address Parent Involvement in Schools and Parent Involvement in Title 1 Schools. The district policy governs all Schoolwide Title 1 Buildings. The district policy was revised in September 2016. Roosevelt Elementary provides a wide variety of meetings and activities to support the children, parents, staff, and community. A sampling of these activities includes: Grade-level parent meetings to begin the year, Family Math and Family Literacy Night, PTO activities, grade level and building wide music programs, school pumpkin patch, student award assemblies, High Ability Learner Programs, and Red Ribbon Week activities and assembly.</p> <p>Community members are invited to participate in the building PTO, Thanksgiving Dinner, and music performances.</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>Each grade level held a parent meeting during the first week of school. The Title 1 Plan was shared and parents were given an opportunity to view and make suggestions. The parents received information pertaining to school activities, school goals, academic and social interventions, the School-Parent Compact, and parent involvement policies and opportunities.</p>	

5. Transition Plan

5.1	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
<p>Roosevelt Schoolwide Plan supports transition activities for students from pre-school to kindergarten. A letter is sent to each family before the school year begins with information for the upcoming school year. A Meet and Greet /Back to School Night was held the day before students return to school. This helps calm the nerves of the first day of school. Each grade level held a parent meeting during the first week of school. Roosevelt provides an "Up-Day" for student transition between grade levels. Students travel to the next grades' classrooms on the last day of school. Academic and Social Emotional data is clearly communicated to the next grade level. Any student joining the school after the school year has started, receives a school tour. All activities include a parent/teacher/child/administrator component. Hispanic and Native American Liaison, school counselors, teachers, Interpreters, special service providers, and building administrators are included in the transition activities with input and suggestions from parents. The transition plan incorporates information in English and Spanish. Interpreters are available as needed.</p>	
5.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).</i>
<p>Middle School Counselors visit all fifth-grade students to aid in the transition to middle school. Select students, with high social/emotional or academic needs, are taken to Bluffs Middle School for a small group tour and an opportunity to meet the upcoming counselor. Academic and Social/ Emotional data is clearly communicated to the next grade level. All activities include a parent/teacher/child/administrator component. Hispanic and Native American Liaison, school counselors, teachers, Interpreters, special service providers, and building administrators are included in the transition activity with input and suggestions from parents. Roosevelt Alumni, who are graduating from Scottsbluff High School, may apply for the Roosevelt Scholarship. The</p>	

Roosevelt Scholarship provides financial assistance to a student who will be attending a community college, a technical trade school or a four-year institution after graduation.

6. Strategies to address areas of need

6.1	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
<p>Increased academic instruction has been implemented through daily Target Time for all students grades Kindergarten-fifth grade in the areas of Reading and Math. Target Time instruction allows additional opportunities for reteaching, intervention or academic enrichment. The implementation of the ELA curriculum as well and Tier 2 and Tier 3 Interventions have been added for grades K-5. Additional support for students at all levels of proficiency are available throughout and after the school day. Learning Loss Workshops were added (K-5) for identified students in both Reading and Math. A 21st Century Afterschool Program Grant provides enrichment activities for students K-5. Roosevelt provides a Summer School Program for students pre-K through fourth grade. A building HAL (High Ability Learner) Coordinator provides learning opportunities, for identified students, weekly after school hours.</p>	

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

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