

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:		Allen Consolidated Schools	
County Dist. No.:		35	
School Name:		Allen Consolidated Schools	
County District School Number:		26-0070	
School Grade span:		PK-6	
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)			<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:		Michael Pattee	
School Principal Email Address:		mpattee@esu1.org	
School Mailing Address:		P.O. Box 190 Allen, NE 68710	
School Phone Number:		402-635-2484	
Additional Authorized Contact Person (Optional):			
Email of Additional Contact Person:			
Superintendent Name:		Michael Pattee	
Superintendent Email Address:		mpattee@esu1.org	
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Carla Dickens Michael Pattee Lana Oswald Kevin Connot Ali Ferris Jessica Walsh Rusty Dickens Isaac Verzani Callie Anderson Ryan Miller Chris Erickson Carla Dickens	<u>Parent</u> Superintendent Principal School Board Member Math Teacher/Parent Teacher Parent Student Teacher/Parent Title 1 Teacher Teacher Teacher/Parent

School Information		
(As of the last Friday in September)		
Enrollment: 183	Average Class Size: 14	Number of Certified Instruction Staff: 23
Race and Ethnicity Percentages		
White: 90.8 %	Hispanic: 5.6 %	Asian: 0 %
Black/African American: 3.6 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages		
Poverty: 42 %	English Learner: 1 %	Mobility: 9.13 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NeSA	MAPs
AIMs Web	

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 disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
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. NeSA 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.

The most recent means of assessing needs include reviewing student performance on NeSA, MAPs, and AIMS Web assessments. Additionally, norm-referenced tests, as administered by individual classroom teachers are reviewed. The ELPA is administered to English Language Learners, as necessary. Our 'evidence' folder includes Allen's 'State of the Schools Report', which depicts the district's attendance, drop-out, and mobility data. Students wishing to attend college take the ACT assessment.

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

State of the Schools Report—The 'State of the Schools Report' is an annual report that provides information

and data about Nebraska public schools and student performance. This report includes attendance, drop-out, and mobility data. This data is compared to not only the state average, but also school districts of similar size and composition.

1.2

Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.

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. Non-attending parents were contacted by mail. 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. Survey follow-up is implemented through personal contact with parents and with general written reminders sent home from school. 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.

1.3

Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.

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. ELDA scores are reviewed to determine students who may need accommodations due to inept language proficiency. Technological incorporations include Promethean boards, Accelerated Reader, iPads, and audiobooks. Students who have failed courses needed for graduation, or high ability learners are given opportunities to complete APEX online courses.

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 these goals included: 1) Improving reading comprehension across the K-12 Curriculum by being a reading first school. 2) Providing access by all students to the internet in each classroom has been accomplished and staff is continuing to work on utilizing technology in their instruction. 3) School climate to enhance the learning opportunities for students, manage interpersonal relationships, and establish positive core values and self-worth. 4) Organizing and improving K-12 student assessment procedures to improve student achievement. The district remains committed to the training of all teachers in the APL teaching and classroom management model.

The most recent means of assessing needs include reviewing student performance on NeSA, 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. NeSA 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 that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.

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. Technological incorporations include Promethean boards, Accelerated Reader, iPads, and audiobooks. 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. Allen 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 being used with K-6 students: Stepping Stones, Steck-Vaughn Phonics Readers Plus, Read Naturally, Sound Partners, Language for Learning, Language for Thinking, Language for Writing, Bob Books, Visual Phonics, REWARDS, Early Interventions in Reading, Math Facts in a Flash, Accelerated Reader, Reading Mastery, Reading Mastery Plus, Peer Assisted Learning Strategies (PALS) Reading and Math, Distar 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 will meet to discuss interventions and determine if interventions are helping students succeed. The 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. Qualifications of instructional paraprofessionals

3.1 *Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.*

All paraprofessionals meet the ESEA requirements and are included in professional development provided to other staff members. All paraprofessionals have completed and passed Project PARA Certification Program. Additionally, they are provided ongoing training specifically designed for paraprofessionals

4. High quality and ongoing professional development

4.1 *Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.*

Funds are allocated for staff to attend seminars, workshops, and conferences as available. Local funds supplement the district staff development grant funds and are available to all district staff. 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 inservice day, the staff receives training from administration, other staff, or ESU personnel. From 2011 to 2014, all staff participated in a CSPD grant made available by the school psychologist. The grant focused on differentiated instruction. All staff attended workshops and presentations regarding implementation of differentiated instruction and strategies in all classrooms and pertaining to all levels of learning. During the 2013/14, 2014/15, and 2015/16 school year, all elementary staff participated in Project Learning Communities (PLCs) made available by the elementary principal/superintendent. During these workshops, teachers from four participating schools (Allen, Homer, Wakefield, and Pender) met with the corresponding teachers from those schools (ex. All Title teachers met together, all kindergarten teachers, etc.) to exchange ideas for enhancing classroom instruction. Additionally, all teachers received training from ESU personnel on these days. These PLC groups met in the fall and spring.

Staff development activities are provided for all certified and non-certified staff. Optional opportunities are prioritized based on relevance to Title I and School Improvement goals, improvement of instruction, and assessment practices designed to improve student performance on the Nebraska Academic Standards. During inservice 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. All teachers are actively involved in the school improvement process and are continually encouraged to attend workshops/trainings regarding the interpretation of results and how to make assessment a valuable component of progress monitoring and student achievement.

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
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.	
5.2	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>
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'.	
5.3	<i>Please provide a narrative below explaining how, when and where 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>
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.	

6. Transition Plan

6.1	<i>Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
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	
6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
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	

<p>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>	
6.3	<p><i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i></p>
<p>Students are invited to a back to school open house. During this time students are invited to come and meet teachers and to see their lockers and walk through a class schedule. At the end of the school year the students, guidance counselor, and principal work on 9th grade schedules and make sure students know who their teachers are their class schedule. We are a small school so all of the teachers are the same and the classrooms are the same as when they were in junior high.</p>	
6.4	<p><i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i></p>

7. Strategies to address areas of need

7.1	<p><i>Please provide a narrative below explaining 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.</i></p>
<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>	

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

8.1	<p><i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i></p>
<p>Title I funds will increase the effectiveness of the school-wide program and will be used for</p>	

teacher/paraprofessional salaries, supplies, equipment, curriculum enhancing supplemental materials, and professional development. Allen Consolidated Schools will use an inclusive approach to allocate Title I services. The Title I teacher and paraprofessionals will circulate among all K-6 classrooms and provide support and interventions to students, as needed. Funding will be used to provide paraprofessional services and purchase supplemental materials to enhance academic skills. A rigorous before/after school program will be developed and available to all students to promote greater academic achievement. Research-based intervention materials are purchased annually and as needed throughout the school year.

Federal and state funding include:

- District budget (tax dollars)
- Title I funds
- ARRA—Title I
- Special Education Flex funding
- IDEA

8.2 *Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.*

In our elementary classroom we have community members volunteer their time to come and read to students and help them with their reading. They work with individuals and small groups while they are in the school at different grade levels.

In addition to volunteers we also have a student mentoring program that is coordinated with our guidance office. Students in high school are paired up with our elementary students and they get to spend time with each their mentee at least once a week. The mentor and mentee talk about school, play games, and can help with work that is taking place in the classroom.

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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:		Lana Oswald	
School Principal Email Address:		loswald@esu1.org	
School Mailing Address:		P.O. Box 190 Allen, NE 68710	
School Phone Number:		402-635-2484	
Additional Authorized Contact Person (Optional):		Michael Pattee	
Email of Additional Contact Person:		mpattee@esu1.org	
Superintendent Name:		Michael Pattee	
Superintendent Email Address:		mpattee@esu1.org	
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ACT—The ACT is a nationally-recognized college entrance examination available to students as part of the college application process. The exam covers four subject areas: English, Mathematics, Reading and Science.

1.2

Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.

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. Non-attending parents were contacted by mail. 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. Survey follow-up is implemented through personal contact with parents and with general written reminders sent home from school. 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 the development of an intervention program for the 7th-9th grade classes to continue to program that has been in place for the K-6th graders.

1.3

Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.

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. Before and after school tutoring is conducted by the high school principal. Students failing two or more core classes are strongly encouraged to attend before or after school for additional help. 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 7-9 who fail one or more core classes. Ongoing curriculum alignment aids in student achievement and attainment of school improvement goals. ELDA scores are reviewed to determine students who may need accommodations due to inept language proficiency. Technological incorporations include Promethean boards, Accelerated Reader, iPads, and audiobooks. Students who have failed courses needed for graduation, or high ability learners are given opportunities to complete APEX online courses.

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 these goals included: 1) Improving reading comprehension across the K-12 Curriculum by being a reading first school. 2) Providing access by all students to the internet in each classroom has been accomplished and staff is continuing to work on utilizing technology in their instruction. 3) School climate to enhance the learning opportunities for students, manage interpersonal relationships, and establish positive core values and self-worth. 4) Organizing and improving K-12 student

assessment procedures to improve student achievement. The district remains committed to the training of all teachers in the APL teaching and classroom management model.

The most recent means of assessing needs include reviewing student performance on NeSA, 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 Student Assistance Team/RTI team meets twice a month to review students failing courses and to determine if sufficient progress is being made. 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. NeSA 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 that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.

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. Technological incorporations include Promethean boards, Accelerated Reader, iPads, and audiobooks. 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 7-9 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. The core reading curriculum is McGraw-Hill, 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-12 at Allen Schools. 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 will meet every other week for K-6 and every other week for 7-12 to discuss interventions and determine if interventions are helping students succeed. The 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. Qualifications of instructional paraprofessionals

3.1 *Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.*

All paraprofessionals meet the ESEA requirements and are included in professional development provided to other staff members. All paraprofessionals have completed and passed Project PARA Certification Program. Additionally, they are provided ongoing training specifically designed for paraprofessionals

4. High quality and ongoing professional development

4.1 *Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.*

Funds are allocated for staff to attend seminars, workshops, and conferences as available. Local funds supplement the district staff development grant funds and are available to all district staff. 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. From 2011 to 2014, all staff participated in a CSPD grant made available by the school psychologist. The grant focused on differentiated instruction. All staff attended workshops and presentations regarding implementation of differentiated instruction and strategies in all classrooms and pertaining to all levels of learning.

Staff development activities are provided for all certified and non-certified staff. Optional opportunities are prioritized based on relevance to Title I and School Improvement goals, improvement of instruction, and assessment practices designed to improve student performance on the Nebraska Academic Standards. Current staff in-service days are a full day of in-service day schedule after assessments so data could be analyzed as a school community. During these 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. All teachers are actively involved in the school improvement process and are continually encouraged to attend workshops/trainings regarding the interpretation of results and how to make assessment a valuable component of progress monitoring and student achievement

5. Strategies to increase parental and family engagement

5.1 *Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

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.	
5.2	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>
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'.	
5.3	<i>Please provide a narrative below explaining how, when and where 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>
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.	

6. Transition Plan

6.1	<i>Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
Every year, all students (7-12) 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.	
6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>

6.4	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>Allen Consolidated Schools provides a number of things that can help our student's transition from secondary to post-secondary opportunities. Our 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 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.</p>	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining 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.</i>
<p>Teachers participate in the 'Before and After School Program' that allows all students 7-12, regardless of classroom status, to seek homework assistance and participate in additional skills-building activities beyond the instructional day. While all students are encouraged to participate, students failing classes are notified by the principal and expected to take advantage of this opportunity. Students in the SAT and 504 processes are also expected to seek support outside of the instructional day. Allen Consolidated Schools provides individualized on-request tutoring sessions before, during, and after school hours for all students. Adults and peers, tutor and mentor at-risk students in academic and social areas of need. 7-12 students who would benefit from tutoring are identified by teachers and through the SAT and 504 processes. 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 7-9 who wishes to attend. At-risk students are encouraged to attend. In summer school, students receive skills building instruction for math and reading.</p>	

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

8.1	<i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Title I funds will increase the effectiveness of the school-wide program and will be used for teacher/paraprofessional salaries, supplies, equipment, curriculum enhancing supplemental materials, and professional development. Allen Consolidated Schools will use an inclusive approach to allocate Title I services. The Title I teacher and paraprofessionals will circulate among all 7-12 classrooms and provide support and interventions to students, as needed. Funding will be used to provide paraprofessional services and purchase supplemental materials to enhance academic skills. A rigorous before/after school program will be developed</p>	

and available to all students to promote greater academic achievement. Research-based intervention materials are purchased annually and as needed throughout the school year.

Federal and state funding include:

- District budget (tax dollars)
- Title I funds
- ARRA—Title I
- Special Education Flex funding
- IDEA

8.2 *Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.*

At Allen Consolidated Schools we utilize parent volunteers in our secondary classrooms to help our students. They work with individuals and small groups while they are in the school at different grade levels. At our secondary level community members help our students with projects that they have for different classes especially with our science fair projects.

In addition to volunteers we also have a student mentoring program that is coordinated with our guidance office. Students in high school are paired up with our elementary students and they get to spend time with each their mentee at least once a week. The mentor and mentee talk about school, play games, and can help with work that is taking place in the classroom.