

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:	York Public School
County Dist. No.:	93-0012
School Name:	York Elementary School To view this narrative online, go to yorkpublic.org Schools: York Elementary: YES Schoolwide Plan
County District School Number:	93-0012-007
School Grade span:	K-5
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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Kris Friesen
School Principal Email Address:	kris.friesen@yorkdukes.org
School Mailing Address:	1501 Washington Ave., York, NE 68467
School Phone Number:	(402) 362-6655
Additional Authorized Contact Person (Optional):	Ken Booth
Email of Additional Contact Person:	ken.booth@yorkdukes.org
Superintendent Name:	Dr. Mike Lucas
Superintendent Email Address:	mike.lucas@yorkdukes.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>	Titles of those on Planning Team
Mike Lucas, Superintendent, School Board Member Kris Friesen, Principal Ken Booth, Assistant Principal Judy Danielson, Reading Teacher/Title Jen Bartholomew, Reading Teacher/Title Lori Hamling, Reading Teacher/Title Allison Snodgrass, Reading Teacher/Title Kim Brehm, ELL Annaliese Eldred, Kindergarten Teacher Michelle Paulson, First Grade Teacher Shawna Culotta, Second Grade Teacher Cindy Brazeale, Third Grade Teacher Kerry Peterson, Fourth Grade Teacher Brad Luce, Fifth Grade Teacher Karen Samson, Speech/Language Pathologist Jeannie Wallick, Paraprofessional _____ Jill Johnson, ESU/Staff Development Karen Hardin, NDE Title Consultant _____ _____ _____	Parent Allison Ecklund, Community/PreK Teacher Carmalita Colburn, Parent Linsey Hinze, Parent Holly Kennedy, Parent _____ _____ _____ _____ _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 549	Average Class Size: 21	Number of Certified Instruction Staff: 51
Race and Ethnicity Percentages		
White: 84 %	Hispanic: 12 %	Asian: 0 %
Black/African American: 1 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 3 %
Other Demographics Percentages		
Poverty: 50 %	English Learner: 7 %	Mobility: 12 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
DIBELS	STARS
Measures of Academic Progress	NeSA
Reading Street Unit Assessments	

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

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.

York Elementary School implements multiple needs assessments per year and disaggregates data for plan instruction

DIBELS NEXT (Dynamic Indicators of Basic Early Literacy Skills)

This assessment is given all students THREE times per year. We began using this assessment in 2004 and can show data tracked over time. Non-proficient students are DIBELS NEXT Progress Monitored on a monthly basis. The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

Measure of Academic Progress (MAP) Assessment

Students 2-5 are assessed 2 times per year (Fall and Spring). MAP assessments are adaptive achievement tests in Mathematics, Reading, Language Usage, and Science that are taken on a computer. The difficulty of a test is adjusted to the student's performance so each student sees different test questions. The difficulty of each question is based on how well the student has answered the questions up to that point. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier. All 2-5 grade staff will be trained in the program and how to access the data that it provides.

STAR Reading Assessment

Students in grades 2-5 are assessed multiple times a year. The difficulty of a test is adjusted to the student's performance so each student sees different test questions. The difficulty of each question is based on how well the student has answered the questions up to that point. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier.

NeSA-R

Students in third, fourth, and fifth grade will participate in the Nebraska State Assessment for Reading.

Reading Street Unit Assessments

At the end of each Reading Street Unit in first and second grades, all students take an assessment over skills covered in that unit. Teachers track and use these assessment scores to plan reading group composition and instruction.

Supporting Documentation:

1.1.1 DIBELS Next Report for one grade level

1.1.2 YES Fall DIBELS Longitudinal Graph

	<p>1.1.3 MAPS report from one classroom</p> <p>1.1.4 Parents guide to the MAPS assessment</p> <p>1.1.5 MAPS Student Progress Report</p> <p>1.1.6 STAR report from one classroom</p> <p>1.1.7 NDE State Report for reading</p> <p>1.1.8 NESAs Results for one grade level</p> <p>1.1.9 Reading Matrix for one class - shows local Reading Street assessment scores used to develop individual student plan</p>
<p>1.2</p>	<p><i>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.</i></p>
	<p>York Elementary School gathers information from parents and community to identify the needs of the school in using three measures:</p> <p>Parent/Teacher Conference Surveys York Elementary School parents are surveyed twice a year during parent teacher conferences. These surveys are distributed and collected by Title teachers in each grade level pod. Title staff is available to answer any questions that parents may have regarding the survey.</p> <p>AdvancedEd Surveys During our accreditation process, parents, students and community members are surveyed using AdvancedEd surveys. The results are used to help identify the needs of the school.</p> <p>Lunch and Learn - YPS Parent and community members are encouraged to come to the District Office multiple times per year to hear about various YPS programs where a lunch is provided. York Elementary Title staff presents about the Schoolwide Title program and receives input regarding the program.</p> <p>Supporting Documentation:</p> <p>1.2.1 Title Parent Survey</p> <p>1.2.2 Advanced Ed Survey Results (emailed from SI Coordinator)</p> <p>1.2.3 Lunch and Learn Agenda</p> <p>1.2.4 Lunch and Learn Presentation</p> <p>1.2.5 Lunch and Learn Sign-In</p>
<p>1.3</p>	<p><i>Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.</i></p>
	<p>York Public School Continuous School Improvement Action Plan focuses on three main goals:</p> <p>Goal #1) All students at YPS will meet or exceed proficiency standards and/or show ongoing growth in mathematics as demonstrated on local, state and/or national assessments.</p> <p>Goal #2) All students at YPS will meet or exceed proficiency standards and/or show ongoing growth in reading as demonstrated on local, state and/or national assessments.</p> <p>Goal #3) YPS will increase student achievement across curricular areas and/or close the learning gap between disaggregated subgroups of students as measured on local, state and national assessments.</p>

Grade Level Team Planning

Grade Level Teams have common plan times and meet once per month with administration to examine student needs based upon classroom assessments. These teams look at group and individual student needs, review research on effective interventions, design lessons to incorporate scientifically proven strategies in instruction, and monitor student progress toward stated goals.

Literacy Coordination

District Administration, Building Administration, Curriculum Committees and all Certified Staff share the responsibility to lead, coordinate, and support teachers, students, and programs in a balanced schoolwide literacy plan and promote an awareness of literacy across the curriculum.

Performance Responsibilities: 1.) Assist in determining instructional material needs for all levels of learners within the school (Language Arts Curriculum Committee) 2.) Give reading a “presence” in the building by recognizing improvement and achievement of students. (all administration and staff)

3.) Research and evaluate literacy techniques, programs, interventions, and assessments to determine their effectiveness. (Language Arts Curriculum Committee, School Improvement Chair, Administration, Staff)

4.) Organize and facilitate assessments throughout the year including MAPS, DIBELS NEXT, kindergarten assessment, NeSA, and any other assessment that may be adopted for the use of guiding instruction. (Administration and Staff)

5.) Provide timely resources and supplemental materials for teachers

6.) Facilitate and provide opportunities for teachers to share ideas and concerns. 6.) Train teachers to utilize

data to make informed decisions about instruction 7.) Assist in determining the needs for professional

development as well as provide on-going support and training for staff 8.) Assist in the development of

teachers new to the profession and to the district

Reading Specialists/Title Instructors - 3 1/2 Full Time Teachers

The Reading /Specialists/Title Instructors are responsible for setting up the intervention and assessment schedules for all students through the DIBELS NEXT assessment program. The specialists oversee the Title I paraprofessionals, as well as others who carry out the reading intervention program. They oversee the integrity of the reading interventions, provides training to staff for the reading interventions used, collect, monitor and analyze assessment data with the goal of positively influencing instruction. They also use assessment data and teacher consultation to determine and monitor student placement and meet regularly with principal and other literacy coordinators to discuss, plan and monitor literacy needs and issues. They collaborate with teachers to provide an additional support link for all levels of readers.

Supporting Documentation:

1.3.1 School Improvement Action Plan

1.3.2 YES Calendar and Weekly Blog to show evidence of planning meetings

1.3.3 Meeting Notes from one planning meeting from LA curriculum as an example

1.3.4 YES Title Team responsibilities

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.

Additional Assistance Available for All Students – Opportunities for Extended and/or Additional Support

The following programs are used at York Elementary School to provide additional support to those students who are at most risk of failing state standards:

EXCEL Reading Intervention - My Sidewalks Early Reading Intervention-Pearson

Based on Project Optimize, this four-part early reading intervention program requires just 30 minutes a day to improve reading achievement. The scientifically research based program includes interactive, systematic instruction in learning letter names and sounds; segmenting, blending, word and sentence reading. My Sidewalks aligns to the unit themes of Reading Street. At York Elementary, students who are most at-risk of failing reading standards, based on progress monitoring assessments, are enrolled in this extra reading intervention, five days a week for 30 minutes a day.

Response to Intervention (RTI)

An educational service delivery system designed to provide effective instruction inclusive of all students using a comprehensive and preventive problem solving approach.

SCIP

School Community Intervention Program (SCIP) provides an opportunity for parents to address concerns they or the school may have regarding their students' behaviors

DESSA and Counseling Services

York Elementary School implements the DESSA screening tool for all students social and emotional well being. Upon initial online screening completed by all classroom teachers, further information is gathered if necessary. Students who are identified as needing further support are given the full DESSA. The goals of the program are to understand, manage, control, be aware, acquire skills, problem solve and be responsible in the area of their social emotional domain. Classroom Project HOPE Counseling is a free counseling program partnered with Blue Valley. This program is available for York Elementary students based on teacher referral.

TeamMates

York Elementary students can be referred by teachers and parents for this mentoring program. Mentors from the community meet with students during school hours on a weekly or bi-weekly basis. Mentors provide a positive adult relationship for at-risk students.

ICU

York Elementary School believes that all students can learn. In order for learning to take place, assigned work is not optional. It is the responsibility of the student to complete each assignment on time and in a manner that shows satisfactory understanding. The basic premise is that any time a student does not do their work and/or does it unsatisfactorily; their understanding of the content needs assistance or care. In an effort to help all students reach their full potential, YES has adopted the Power of ICU (Intensive Care Unit) procedures for 3rd, 4th and 5th grade students.

BIST

Behavior Intervention Support Team (BIST) is an approach to behavior management implemented by YES.

All-Stars

All-Stars is a K-5 program which mixes multi-grade level students for reading and character education activities once per month.

Supporting Documentation:

2.1.1 EXCEL Brochure

- 2.1.2 Title I Reading Matrix for one classroom used to help develop an individual reading plan for at-risk students
- 2.1.3 RtI Referral Steps and Decision Rules
- 2.1.4 Tiers Of Intervention
- 2.1.5 RtI Meeting notes - example from individual student
- 2.1.6 SCIP Information
- 2.1.7 Social and Emotional Yearly Plan
- 2.1.8 Character Education Plan
- 2.1.9 Counselor Information
- 2.1.10 DESSA (Emotional/Behavioral Screening tool)
- 2.1.11 HOPE (Counseling services outside of school) information
- 2.1.12 TEAMMATES information
- 2.1.13 ICU Homework Help program information
- 2.1.14 BIST information
- 2.1.15 ALL-STARS information

3. Qualifications of instructional paraprofessionals

3.1	<i>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.</i>
<p>We have on-going training to develop highly qualified paraprofessionals. All paraprofessionals are receiving this training through the school district. They are also invited, encouraged, and paid to attend our annual York MLK inservice training, and suicide intervention training.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"> 3.1.1 Paraprofessionals and qualifications are listed on an EXCEL document 3.1.2 Inservice trainings offered to paraprofessionals include York MLK, Project Para, CPR training, Suicide awareness 3.1.3 Attestation Form for Paraprofessionals 	

4. High quality and ongoing professional development

4.1	<i>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.</i>
<p>All staff members are encouraged or required to participate in professional development activities. The district sponsors a great deal of in-house staff development. Teachers are encouraged to share their staff development trainings with other staff through peer coaching opportunities. Teachers are sent to special trainings other than those listed when a need is presented.</p> <p>YPL: York Public Schools high quality and ongoing professional development centers around the York Principles of Learning and the Marzano model. Each building is divided into learning communities which support and collaborate throughout the year. Each teacher posts and tracks their own learning goal to help improve their instruction.</p>	

Professional Development: Teachers at YES are encouraged to attend professional development both in the district and out of the district to enhance their teaching.

Instructional Rounds: All York Elementary teachers are required to do two instructional rounds per year. Through this process, teachers are encouraged to learn from one another.

York Public Schools hosts an annual staff development on Martin Luther King Jr. Day. All York Elementary teachers and paraprofessionals participate in a variety of trainings.

Book Study: Admisitrators guide YES teachers through a variety of educational books both during the school year and summer.

Mentoring: The Y.E.S. Mentoring Program matches new hires to the building with veteran teachers and staff from outside of their grade level/specialist area in order to increase positive supports for our new teachers throughout the building. The program holds monthly meetings to address a wide variety of topics including communication with shareholders, meeting the diverse needs of our students, grading, important upcoming events, and much more. Outside of the meetings, mentors are encouraged to make a contact with each new hire on a weekly basis. The Y.E.S. Mentoring Program is another example of our building's desire to meet the needs of all staff members and to allow networking opportunities throughout the building.

New Teacher Inservice Training: n addition to our in-house mentoring program, will be sent to ESU 6 to be trained in the Effective Instruction Series.

Supporting Documentation:

- 4.1.1 YPS District Wide Improvement Goals
- 4.1.2 YPL on-going professional development
- 4.1.3 Spreadsheet of YES teacher professional development
- 4.1.4 Instructional Round Information
- 4.1.5 MLK information
- 4.1.6 Summer Book Study information
- 4.1.7 YES Mentoring Program information
- 4.1.8 EIS new teacher inservice information

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.

We have changed our School-Parent Compact and Parent Involvement Policy used until 2016-2017 to a Parent and Family Member Compact and a Parent and Family Engagement Policy. This will ensure a supportive and effective environment to meet challenging state academic standards. This compact will be reviewed and updated in our annual meeting in May of 2017, approved by the school board in June and will be implemented in 2017-2018 school year. Parents and family members will have opportunities to be involved in developing and implementing the school-pararent and family member compact. The compact will be discussed and revised during planning sessions and it will be reviewed at the annual end-of- year parent and family meeting. During those times parents and family members will be asked for suggestions. All parents and family members are asked to complete and return a survey regarding program effectiveness.

Evidence:

- 5.1.1 2016-2017 School - Parent Compact (English and Spanish versions)
- 5.1.2 Updated School - Parent Compact (English and Spanish versions)
- 5.1.3 Schoolwide planning meeting notes (see highlighted compact notes)
- 5.1.4 Invitation to parent meeting letter
- 5.1.5 Annual Parent Meeting Minutes (see highlighted section regarding compact)
- 5.1.6 Annual Parent Meeting Sign-In
- 5.1.7 Schoolwide Survey Example and Filled Out Survey
- 5.1.8 Previous Building Level Parent Policy for Title I
- 5.1.9 Updated Building Level Parent and Family Member Policy
- 5.1.10 Current Parent Involvement Policy (section 10) from the YES Student Handbook
- 5.1.11 Updated Parent and Family Member Involvement Policy (section 10) from the YES Student Handbook
- 5.1.12 Examples of some of the following:

Parent Meeting/Activities:

- Parents are encouraged to volunteer in their child's classroom - on a regular basis or during special events
- Parent & Teacher Team (PATT) meetings are held throughout of the school year. This parent group is open to all parents to participate in.
- Open House/Back to School Night will held at the beginning of the school year to acquaint parents with their child's teacher.
- Parents are invited to eat with their child on their birthday or at any time.
- Parents are invited to participate in school events, such as class parties, assemblies, music programs, field trips, as a few examples.
- Parents, students, and community will have opportunities to attend the York Book Fair, the Family Fun Nights, PATT meetings, music programs, to receive newsletters, and to volunteer their help during the school day.
- PRIDE Pack: supplemental food provided for poverty families
- Parent-Teacher conferences are held two times a year.
- Wendy's Night
- Science Fair
- BOOST
- COMPASS
- Community Coffee
- All grade levels have a "special" program
- Book Fair (fall and spring)
- Literacy Night
- YES Learning Showcase
- * One Book - One School Activities During October
- * Lunch and Learn at the District Office
- * Various Parent Communication Letters

5.2

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.

Annually, parents receive the Elementary Student Handbook which contains updated policies. This handbook includes our parent policy. This policy was created using the NDE tutorial for Parent Involvement. The Student

<p>Handbook (Parent Policy included) is updated yearly and approved by the Board of Education before the next school year. Prior to board approval, a review of this handbook will be conducted during a PATT meeting to receive parental input and at the annual parent meeting. All parents and students acknowledge the York Public Schools Elementary Handbook and its contents by written signature.</p>	
<p>5.2.1 Current Building Level Parent Policy for Title I 5.2.2 Upadted Building Level Parent and Family Engagement Policy for Title I 5.2.3 Y.E.S. School Handbook Section 10 - Parent Involvement Policy 5.2.4 Updated YES School Handbook Section 10 - Parent and Family Enagement Policy 5.2.5 NDE tutorial for Parent Involvement 5.2.6 PATT (parent involvement group) Meeting notes 5.2.7 Annual Title Meeting notes (highlighted section regarding Parent Involvement Policy) 5.2.8 Annual Title Meeting Sign-In 5.2.9 Board Meeting Summary (see highlighted section regarding handbook changes)</p>	
5.3	<p><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></p>
<p>The annual Title I Parent Meeting is held every May at the District Office. A letter is sent home to all parents at YES inviting them to the meeting and asking for input (survey form) regarding the Title I schoolwide program.</p> <p>Supporting Documentation:</p> <p>5.3.1 Invitation Letter to annual parent meeting 5.3.2 Survey 5.3.3 Annual Parent Meeting agenda 5.3.4 Annual Parent Meeting sign-in 5.3.5 Planning Team meeting notes 5.3.6 Example of a Parent Involment Activity Sign-in 5.3.7 Schoolwide and You and Your Child in Spanish and English 5.3.8 Various examples of Parent/Family Engagement Activities</p>	

6. Transition Plan

6.1	<p><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></p>
<ul style="list-style-type: none"> • Students from all area preschools are given opportunity to transition into kindergarten prior to coming to school in the fall by visiting classrooms. • Kindergarten Round-Up is also held in March. • Our school district is in a partnership with our local Head Start. Through an NDE preschool grant we cooperatively provide many activities for parents, students and families who are making the transition from preschool to kindergarten. • Kindergarten round-up survey is provided to parents who are affected by these activities to give feedback on the effectiveness. 	

<ul style="list-style-type: none"> • Jump Start is a two week summer school program offered to all incoming kindergartners. The goal of this program is to reach at-risk children before school starts to provide them with a basic academic foundation. • Family Foundations is a program provided by York Public Schools to reach at risk 0-3 children in the district. It educates parents, community members, schools and staff about the importance of early childhood education. <p>Evidence:</p> <p>6.1.1 Kindergarten Round Up Information/Registration/Survey/email/Handouts</p> <p>6.1.2 Jump Start Summer Program for incoming Kindergartner</p> <p>6.1.3 Family Foundations Information</p> <p>6.1.4 Early Head Start Program</p>	
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>
<p>Those students leaving YES for the Middle School receive a half-day orientation at the Middle School in the Spring of 5th Grade. Students and parents of incoming 6th graders are invited to an informational meeting at the Middle School in the evening of the same day that students attend their orientation. The YES 5th grade teachers fill out a matrix of student needs (academically and behaviorally) and meet to discuss these needs with the 6th grade team at YMS to ensure a smooth transition to buildings. The Middle School hold an annual open house in August prior to school starting. Students are surveyed to evaluate the effectiveness of our transition plan.</p> <p>Evidence:</p> <p>6.2.1 Middle School Orientation Letter</p> <p>6.2.2 Transition Matrix From 5th to 6th Grade</p> <p>6.2.3 Open House information from newsletter</p> <p>6.2.4 Transition Survey for 5th graders</p>	
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>
not applicable	
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>
not applicable	

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>
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•YES Family Nights

York Elementary School provides multiple opportunities throughout the school year for students and families to engage in enrichment activities outside of the school day. Annually, we host the YES Showcase, Literacy Nights/Book Fair, Open House/Walk to School, Science Fair

• York Extended Study Clubs

Students who are at most risk of failing standards receive additional study or homework help with certified staff every day after school till 5:00 from January-March. Morning Math Club is provided for 4th grade students who are at risk of failing math standards and assessments.

• BOOST

BOOST includes a homework lab and enrichment activities. This program is also used as an intervention for struggling students. BOOST runs daily before school and after school until 5:30 and is manned by certified as well as classified personnel and is available to all York Elementary students. Summer BOOST is also offered to all York Elementary School students and focuses on learning in a fun environment. Field trips to local attractions, academic support, exercise and healthy snack and lunch are components of Summer BOOST.

• Summer Learning Academies

A summer learning enrichment opportunity for students to enhance and develop various academic skills.

• York Public Schools Summer Reading Enrichment Program

The program will focus on the improvement of reading skills for those students in 1st-4thth grade that are below grade level utilizing the assessment results at the end of each school year. The on-going targeted Compass Program will be used to assist those students falling below grade level. Details of the program will be made available to parents at the end of the school year. All teachers involved in the summer school program are highly qualified under the guidelines of NCLB.

Evidence:

- 7.1.1 Various Family Nights (Learning Showcase & Bookfair)
- 7.1.2 Extended Study Club Information
- 7.1.3 BOOST Summer Information
- 7.1.4 Summer Learning Academy
- 7.1.5 Summer Reading Enrichment Program

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

8.1

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.

How Title I Funds Support the Plan:

YPS uses Title I funds to help employ/maintain highly qualified staff members. Our 2015-2016 grant allotment is for \$249,000 while our Title I program will cost use over \$329,000. The funds go towards salaries/benefits for 3.5 teachers as well as paraprofessional support, supplies, professional development, etc.

Student needs are being met as our staff is able to work with students in small and large groups that need extra assistance. Our staff does a great job of being data-driven to make sure that implemented strategies are being successful.

- * Title 1 Funding
- * Reading Specialists
- * Community Mentoring Project – Coordinator
- * .5 FTE Paraprofessional
- * York Academy – After School Program Staff
- * Nebraska State Funding (Poverty, ELL, State Aid, etc.)
- * Special Education Services
- * Certified Staff Members
- * Highly Qualified Paraprofessionals
- * After-school BOOST program
- * Title II Funding
- * Staff Development Opportunities
- * Assessment Development
- * ELL Instruction/Training
- * York Public Schools Funding (Local Funding)
- * Certified Staff Members
- * Highly Qualified Paraprofessionals
- * Staff Development
- * Curriculum supplies
- * iPads/apps
- * York Community Foundation Grant Funding
- * Parent Involvement Activities
- * Innovative/Creative Teacher Activities
- * Parents And Teachers Together
- * Local parent support group that assists in general funding

Coordination and Integration of Federal, State and Local Programs:

Funding sources for our program include our Federal Title I grant and our general fund.

We are able to use Title I, II-A, grant money, and general fund money to purchase applicable technology hardware and software to help with instruction. We also supplement services with 21st Century Community Learning Center grant money from the Nebraska Dept. of Education. We work together with the community to involve volunteers. We also work hard to communicate our successes and areas in need of improvement through Facebook, Twitter, our website, newsletters, and our Annual Report to Patrons. We have a culture of “high expectations” for students and staff. Partnerships with York County 4-H, York College, and York General Hospital help ensure that we support high academic achievement for all students.

* Funding sources for implementation:

- o Title 1
- o Nebraska State Funding (State Aid)
- o Poverty Funding
- o Title III (ELL) Funding
- o Title II A (ELL Instruction)
- o Title II D (Staff Development) Funding
- o Migrant Funding

- o York Public Schools Local Funding
- o York Community Foundation Grants
- o Parents and Teachers Together (YES parent support group – local funding)

Evidence:

- 8.1.1 General Budget Annual Report
- 8.1.2 York Public Schools Title I Budget
- 8.1.3 PATT funding summary
- 8.1.4 York Public Schools Foundation email and request form
- 8.1.5 Budget and Procedure Guidelines

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.*

Community Resources:

1. Preschool Learning Academy York-Preschool grant program through NDE.

- Has developed a cooperative partnership with area Head Start Program to serve over 60 preschool aged, eligible students and their families. This program allows York Public Schools to begin developing a partnership and relationship with those families.
- Have created partnership with over 15 community agencies, including HHS, York County Extension Agency, York College, Pioneer Foster Grandparent Program, etc.....parent, student and family activities for preschool age students.
- Partnership in providing classroom space and utilities for our Pre-school

2. Family Foundations is a federally funded grant program

- Focuses on 0-3 aged at risk children and their families.
- Parent receive support and training on raising children
- Works with 12-18 area families with children 0-3; delivers training, services, information to those families; also works with Nebraska Correctional Center for Women-targeting those inmates who are pregnant and/or who have their child in the facility's nursery program
- This program has developed over 30 strong, committed partnership agreements with community organizations and agencies.

3. York Areas Churches

- Provide classroom supplies and clothing for students in need.
- Provides volunteers to be trained and work with our students in small group or one-on-one situations.
- Provided money to the school as a result of their fund-raising efforts.
- Provides volunteers to assist teachers in certain tasks in and out of the classroom.

4. Local Programs that support the Schoolwide Plan

- County Extension educational opportunities include Tree Planting and Bread Making
- Pride Pack is a locally funded program that provides nutritional meals to 75 York Elementary School families in need every other week. Pride Pack coordinates with local grocery stores and private funding sources.
- Pheasants Forever and Pioneer Seed Company provide outdoor education opportunities for York Elementary School 4th graders.
- Wessel's Living History Farm of York coordinates with York Elementary Summer BOOST to provide extended educational opportunities.

- Local businesses like Burger King and Sunset Bowl cooperate with York Elementary teacher to provide reading incentives.
- Huddle House Restaurant provides a free kids meal certificate for our weekly Duke Pride Awards.
- Wal-Mart of York donates approximately \$1,000 per year to YPS to enhance learning opportunities at YES.
- Kilgore Memorial Library provides a summer reading enrichment program for all local elementary and middle school students.

Evidence:

8.2.1 Various Community Resource Documents