

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 supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <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):	Brad Luce
Email of Additional Contact Person:	brad.luce@yorkdukes.org
Superintendent Name:	Mitch Bartholomew
Superintendent Email Address:	mitch.bartholomew.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

<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>
<p>Mitch Bartholomew, Superintendent, School Board Member Kris Friesen, Principal Brad Luce, Assistant Principal Judy Danielson, Reading Teacher/Title Jen Bartholomew, Reading Teacher/Title Lori Hamling, Reading Teacher/Title Allison Snodgrass, Reading Teacher/Title Cheryl Garder, Reading Teacher/Title Annaliese Eldred, Kindergarten Teacher Michelle Paulson, First Grade Teacher Shawna Culotta, Second Grade Teacher Cindy Brazeale, Third Grade Teacher Kerry Peterson, Fourth Grade Teacher Andee Bubak, Fifth Grade Teacher Karen Samson, Speech/Language Pathologist Karina Lauber, Paraprofessional</p> <p>April Kelley, ESU/Staff Development Karen Hardin, NDE Title Consultant</p>	<p><u>Parent Administrator</u> Allison Ecklund, Community/PreK Teacher Carmalita Colburn, Parent Linsey Hinze, Parent Holly Kennedy, Parent</p>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 564	Average Class Size: 23	Number of Certified Instruction Staff: 52
Race and Ethnicity Percentages		
White: 80 %	Hispanic: 12 %	Asian: 0 %
Black/African American: 2 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 6 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 52 %	English Learner: 4 %	Mobility: 0.4 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
DIBELS	STARS
Measures of Academic Progress	NSCAS
Reading Street (Transitioning to Wonders) 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	<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 instruction. Provide supporting documentation in the corresponding folder.</i>
<p>York Elementary School implements multiple needs assessments per year and disaggregates data for plan instruction.</p> <p>DIBELS (Dynamic Indicators of Basic Early Literacy Skills) This assessment is given to 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 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.</p> <p>Measure of Academic Progress (MAP) Assessment Students 1-5 are assessed three 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.</p> <p>Measure of Academic Progress (MAP) Oral Reading Fluency Assessment Students in K-3 are assessed three times per year. MAP Fluency assessments measure Foundational Skills, Sentence Reading Fluency, Oral Reading Fluency, Accuracy and Comprehension. Students who are below are progress monitored monthly and are placed on an Individualized Reading Intervention Plan (Nebraska READS Act) and/or MTSS Plan.</p>	

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.

NSCAS

Students in third, fourth, and fifth grade will participate in the Nebraska Student Centered Assessment System.

Reading 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. We are transitioning to a new reading series, Wonders, in 2019-20.

Staff at York Public School meets monthly with the district assessment coordinator. Each grade level team meets to disaggregate data for their grade level. During these training opportunities, administration and staff are shown how to disaggregate data by subgroups (sped, F/R meals) to better facilitate the planning process.

Supporting Documentation:

- 1.1.1 District Assessment Coordinator email
- 1.1.2 Special Education Coordinator email regarding spring testing
- 1.1.3 Email regarding team meeting with DAC regarding data
- 1.1.4 YES MAP Data Day
- 1.1.5 YES MAP Data Day focusing on growth
- 1.1.6 YPS Assessment Data literacy flyer from ESU
- 1.1.7 DIBELS results
- 1.1.8 Fall/Winter DIBELS Scores
- 1.1.9 YES Spring Common Assessments
- 1.1.10 Newsletter A Parent Guide to MAPS
- 1.1.11 MAP Growth District Summary
- 1.1.12 MAP Growth Student Summary
- 1.1.13 MAP Growth Projected Proficiency Report
- 1.1.14 MAP Growth Grade Report
- 1.1.15 MAP Student Profile Report
- 1.1.16 MAP Growth k-2 Early Learning Testing
- 1.1.17 NWEA MAP Growth Report
- 1.1.18 NWEA Percentile Rankings
- 1.1.19 MAP Reading Fluency Informational Page
- 1.1.20 MAP Reading Fluency Grade Report
- 1.1.21 STAR Reading Summary Report
- 1.1.22 NSCAS School Performance Level Summary
- 1.1.23 NSCAS School Roster Report
- 1.1.24 NSCAS State/District/School Comparison Report
- 1.1.25 YES Reading Matrix
- 1.1.26 YES Data Retreat Packet

1.2	<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>
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York Elementary School gathers information from parents and community to identify the needs of the school in using three measures:

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.

AdvancedEd Surveys

During our accreditation process, parents, students and community members are polled using AdvancedEd surveys. The results are used to help identify the needs of the school.

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.

Supporting Documentation:

- 1.2.1 Title Parent Survey
- 1.2.2 Advanced Ed Survey Results (emailed from SI Coordinator)
- 1.2.3 Lunch and Learn Agenda
- 1.2.4 Lunch and Learn Presentation
- 1.2.5 Lunch and Learn Sign-In

1.3	<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>
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York Public School Continuous School Improvement Action Plan focuses on three main goals:

- 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.
- 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.
- 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.

Grade Level Team Planning

Grade Level Teams have common plan times and meet twice per month with administration and district assessment coordinator to examine student needs based upon 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, kindergarten assessment, NSCAS, 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.
- 7.) Train teachers to utilize data to make informed decisions about instruction
- 8.) Assist in determining the needs for professional development as well as provide on-going support and training for staff
- 9.) Assist in the development of teachers new to the profession and to the district

Reading Specialists/Title Instructors - 4 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 and MAPS assessment programs. 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
 - 1.3.2.a ICU Database newsletter
- 1.3.3 Meeting Notes from one planning meeting from LA curriculum as an example
- 1.3.4 YES Title Team responsibilities
- 1.3.5 EXCEL Brochure

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 style="text-align: center;">Additional Assistance Available for All Students – Opportunities for Extended and/or Additional Support</p> <p>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:</p> <p>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.</p>	

Response to Intervention (RTI) or Multi-Tiered Student Support System (MTSS)

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

This 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.

IXL

This computer skills program is designed to let students learn at his/her pace. Students can log-in at home and school to complete lessons that are above and below grade level.

All-Stars

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

One Book One School

This program gives families an opportunity to read at home as families get parents involved in their students' education.

Supporting Documentation:

2.1.1 EXCEL Letter

- 2.1.1a 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 Rtl Caseload
- 2.1.4 Rtl Referral Steps
- 2.1.5 Rtl Meeting notes - example from individual student
- 2.1.6 SCIP Information
- 2.1.7 SCIP Brochure
- 2.1.8 Social and Emotional Yearly Plan
- 2.1.9 DESSA Parent Letter and information
- 2.1.10 HOPE Mental Health Information
- 2.1.11 TEAMMATES information
- 2.1.12 ICU Homework Help program information
- 2.1.13 BIST information
- 2.1.14 IXL Parent Letter
- 2.1.15 ALL-STARS information
- 2.1.16 One School One Book

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) 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. These training include but are not limited to ALICE Training, Mental Health/Physical Health training and MANDT training. All paraprofessionals are receiving this training through the school district at no cost. They are also invited, encouraged, and paid to attend our annual York MLK inservice 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 Inservice trainings from District Professional Growth Coordinationnator provided to paras - see highlighted information 	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. 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>	

YPL: York Public Schools high quality and ongoing professional development centers around the York Principles of Learning and the Marzano model. Each teacher posts and tracks their own learning goal each month to help improve their instruction.

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 encouraged 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: Administrators 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: In 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 York Principles of Learning
- 4.1.3 Spreadsheet of YES teacher professional developments
- 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 describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.

We have changed our School-Parent Compact and Parent Involvement Policy used in the past 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, approved by the school board in June/July and will be implemented during the next school year. Parents and family members will have opportunities to be involved in developing and implementing the school-parent and family member compact. During the spring annual meeting, 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 School - Parent Compact (English and Spanish versions)

5.2

Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.

Annually, parents receive the Elementary Student Handbook which contains updated policies. This handbook is also available online on the York Public School website. This handbook includes our parent policy. This policy was created using the NDE tutorial for Parent Involvement. The Student 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. It will also be shared and reviewed at the annual Title Parent Meeting held in May at the District Office. YES cooperates with the University of Nebraska to incorporate the TAPP (Teacher and Parents as Partners) for Latino students success.

5.2.1 Current Building Level Parent Policy for Title I

5.2.2 NDE Building Level Parent and Family Engagement Policy for Title I Guidelines

5.2.3 PATT (Parent Involvement Group) sign in from annual policy/handbook review

5.2.4 YPS letter inviting parents to meeting regarding schoolwide title, blank schoolwide questionnaire, example of filled out questionnaire

5.2.5 Annual Title Meeting notes (highlighted section regarding Parent Involvement Policy)

5.2.6 Annual Title Meeting Sign-In

5.3

Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.

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. Various ongoing parent and family member engagement activities are held a various times throughout the year. These include but are not limited to:

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 be 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, Family Fun Nights, PATT meetings, music programs, 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

Supporting Documentation:

- 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 notes
- 5.3.5 Title I Parent Review of School/Parent Compact and District and/or Building Parent Involvement Policy
- 5.3.6 Annual Parent Meeting Sign-in
- 5.3.7 Example of a Parent Involvement Activity Sign-in
- 5.3.8 Schoolwide and You and Your Child in Spanish and English
- 5.3.9 Various examples of Parent/Family Engagement Activities

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
	<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. * We have three preschool classrooms in the building. Teachers work closely with kindergarten staff and administration to transition students effectively and seamlessly from one program to the next. • 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> <ul style="list-style-type: none"> 6.1.1 Kindergarten Round Up Information/Registration 6.1.2 Kindergarten Round Up Day Handouts/Information 6.1.3 Jump Start Summer Program for incoming Kindergartners 6.1.4 Family Foundations Information

6.1.5 Early Head Start Program		
<table border="1"> <tr> <td data-bbox="147 317 240 443">6.2</td> <td data-bbox="240 317 1505 443"><i>Please provide a narrative below describing the school's transition plan for outgoing students as they move on to 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). Provide supporting documentation in the corresponding folder.</i></td> </tr> </table>	6.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move on to 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). Provide supporting documentation in the corresponding folder.</i>
6.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move on to 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). Provide supporting documentation 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 behaviourally) and meet to discuss these needs with the 6th grade team at YMS to ensure a smooth transition to the building. The Middle School holds 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> <ul style="list-style-type: none"> 6.2.1 Middle School Orientation Letter 6.2.2 Transition Meeting scheduled into yearly staff development early out Wednesdays 6.2.3 Transition Matrix From 5th to 6th Grade 6.2.4 Open House information from newsletter 6.2.5 Transition Survey for 5th graders 		

7. Strategies to address areas of need

<table border="1"> <tr> <td data-bbox="147 1180 240 1283">7.1</td> <td data-bbox="240 1180 1505 1283"><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. Provide supporting documentation in the corresponding folder.</i></td> </tr> </table>	7.1	<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. Provide supporting documentation in the corresponding folder.</i>	<ul style="list-style-type: none"> • YES Family Nights <p>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</p> <ul style="list-style-type: none"> • York Extended Study Clubs <p>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.</p> <ul style="list-style-type: none"> • BOOST <p>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. BOOST also provides activities on non-school days called "Beyond the School Bells". We cooperate with</p>
7.1	<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. Provide supporting documentation in the corresponding folder.</i>		

community organizations like the Rec Center and Wessel’s Museum to provide opportunities to extend learning.

- 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-4th 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.

Wednesday, 2-5th grade teachers evaluate students who are at risk of not meeting Accelerated Reading goals. These students are identified and parent notification is made that they will stay after school on Wednesday for one hour to read and take AR tests with a certified teacher in the library.

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
- 7.1.6 Various York after school programs
- 7.1.7 Wednesday Book Club email

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

8.1

Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. 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 2018-2019 grant allotment is for \$244,096.00 while our Title I program will cost us over \$413,000. The funds go towards salaries/benefits for 5.0 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

