

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
County District School Number:	93-0012-007
Building Grade Span Served with Title I-A Funds:	K-5
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input 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):	Katie Burger, Assistant Principal
Email of Additional Contact Person:	katie.burger@yorkdukes.org
Superintendent Name:	Mitch Bartholomew
Superintendent Email Address:	mitch.bartholomew@yorkdukes.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public. viaL: yorkpublicschools.org	<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>
Natasha Coffin Brittney Wiley Diane Dauel Andee Felber Audrey Loosvelt Cindy Breazeale Molly Hall Allie Gruber Lynn Dennis Amy Doremus Jen Bartholomew Judy Danielson Allison Snodgrass Kris Friesen Katie Burger Heidi Farmer	Parent Parent Paraprofessional Fifth Grade ELA Chairperson Fourth Grade ELA Chairperson Third Grade ELA Chairperson Second Grade ELA Chairperson First Grade ELA Chairperson Kindergarten ELA Chairperson Speech Language Title Teacher Title Teacher Title Teacher Principal Assistant Principal ESU 6 Staff Developer

School Information
(As of the last Friday in September)

Enrollment: 601	Average Class Size: 23	Number of Certified Instruction Staff: 52
Race and Ethnicity Percentages		
White: 77%	Hispanic: 14%	Asian: 1/2 %
Black/African American: 2 %	American Indian/Alaskan Native: 1%	
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: %18
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 45.23%	English Learner: 9%	Mobility: 7.66 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP Growth	Fast Bridge
MAP Oral Reading Fluency	
NSCAS	
SEL assessment - DESSA	

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment

1.1	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.</i></p> <p>York Elementary School conducted a comprehensive needs assessment as a part of our CIP/Accreditation Process and District Strategic Plan. The comprehensive needs assessment 1) used multiple data points that addressed reading progress 2) included multiple data sources that were disaggregated by gender, ethnicity, free and reduced lunch status as well as participation in special programs (i.e. High Ability Learner, special education, etc.) 3) was part of a systematic continuous improvement and data analysis process and ensures that 5) data is used to modify instruction.</p> <p>1. Assessment Data Sources (Academic, Behavioral, Other)</p> <p>Measure of Academic Progress (MAP) Growth Assessment (1-5th)</p> <ul style="list-style-type: none"> ● Administered three times per year ● Benchmark Targets = YPS has established benchmarks for determining appropriate levels of support. These benchmarks meet the Nebraska Reading Act Thresholds. ● Person Responsible: Classroom teachers and Reading Interventionists <p>Measure of Academic Progress (MAP) Oral Reading Fluency Assessment (K-3rd)</p> <ul style="list-style-type: none"> ● Administered three times per year ● Benchmark Targets = YPS has established benchmarks for determining appropriate levels of support that meet the Nebraska Reading Act Thresholds ● Person Responsible: Classroom Teachers and Reading Interventionists <p>Fast Bridge (2nd - 5th) - began in 2022-2023 school year</p> <ul style="list-style-type: none"> ● Administered three times per year ● Benchmark Targets ● Person Responsible: Classroom Teachers <p>NSCAS (3rd-5th)</p> <ul style="list-style-type: none"> ● Administered in the spring ● Scores can be disaggregated by gender, ethnicity/race, limited English proficiency, special education and economically disadvantaged. ● York Public Schools uses this data for program planning and to drive instruction and focus intervention on targeted groups. <p>Devereux Student Strengths Assessment (DESSA) Program (K-5)</p>
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- The goal of this program is for teachers and families to identify and enhance a child’s social and emotional skills, which are essential to academic achievement.
- Each classroom teacher completes an 8-item and a 72-item screener on each student.
- The DESSA results provided us information about each child’s strengths and areas that need improvement in the following eight social-emotional competencies.
 - Personal Responsibility
 - Optimistic Thinking
 - Goal-Directed Behavior
 - Social Awareness
 - Decision Making
 - Relationship Skills
 - Self-Awareness
 - Self-Management
- School counselors meet with classroom teachers regarding the results and will discuss whether or not appropriate supports are in place. Counselors set up a time to meet with each identified child in an additional small group setting.
- As an intervention, each child will be placed in a small group that will consist of 2-6 students. At the end of the intervention, the teacher will fill out the DESSA mini on a child and go over the results.
- Counselors will meet with teachers to decide what or if any next steps need to be taken.

2. Staff Training and Support

YES Staff are trained annually in data analysis and the York Public Schools Continuous Improvement Plan. Data Leaders receive more explicit training related to disaggregating and making decisions based upon the data. Teachers are trained prior to the data analysis day. Training and support materials include the following:

- a. Data Leaders Training (Branching Minds)

York Elementary bulk-tiered entire grade levels according to previously stated assessments. Teachers then discussed individual student concerns and support needed during monthly team meetings.

- b. NWEA MAP & MAP Oral Reading Fluency training and district resources

York Elementary teachers were trained on understanding the data and using data to assist in making instructional decisions.

- c. Individualized training upon request
- d. An elementary data collection (created within Branching Minds) - historical and current data

3. Systematic Continuous Improvement Data Analysis Process:

The York Public Continuous Improvement process is built on the York Principles of Learning Model. All instructional decisions are made based on student performance within our “Core” or “Tier 1” programming. Decisions on the effectiveness of the core and the need for intervention are made through the process of identifying relevant data, analyzing it, implementing a plan of action, and then reflecting upon that plan to monitor effectiveness.

There are three main components of this systematic approach to the identify, analyze, implement, and reflect steps in the problem-solving process. These include an annual review of trends and other data, consistent review of classroom data during building and grade-level team meetings. These reviews provide for a systematic approach to ensuring equity and effective instruction for all students.

Monthly Team Meetings:

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, gender, socioeconomic status and limited English proficiency) to better facilitate the planning process. Data such as attendance, intervention progress, DESSA results, ect. are also included in the decision making process.

Supporting Documentation:

- **York Elementary Assessment Schedule**

- YES MAP Data Day
- MAPS Growth School Profile
- MAPS Growth Grade Report
- MAPS Fluency Class Report
- Fast Bridge Report
- NSCAS Growth Spring Report
- DESSA Report
- Team Meeting Notes
- Staff Meeting Agenda
- Branching Minds Student Report
- YPS District Strategic Planning Meeting Notes
- YPS District Strategic Planning - Building Team Meeting Minutes
- York Elementary Schoolwide Title Data Matrix

1.2

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.

York Elementary School gathers information from parents and community to identify the needs of the school in using these measures:

Parent Schoolwide 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.

These surveys are also sent out digitally in December to every family who has a student at York Elementary School.

Title I Parent Questionnaire

A Title I Parent Questionnaire, distributed in the spring of the school year, focuses on program impact and effectiveness, opportunities for collaboration and communication as well as strengths and areas of improvement for our Title I programming. The information collected is analyzed and used to celebrate successes as well as identify areas of improvement.

YPS Strategic Plan Surveys

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

Supporting Documentation:

- Parent Schoolwide Survey
- Title I Parent Questionnaire
- Title I Overview shared at annual parent meeting
- Strategic Planning Survey meetings and data
- Early Childhood (0-8yrs) Survey Monkey

1.3

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.

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.

York Elementary Schoolwide Plan focuses on:

#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.

Teachers will use data to guide the implementation of research based instruction to improve reading skills.

*K-2 Focus is "Learning to read" with Word Recognition skills

*3-5 Focus is "Reading to learn" using Language Comprehension skills

A. Ongoing Efforts - Strategies for all students:

- a. Teacher professional development on Science of Reading (SOR), Wonders Reading and student engagement
- b. Staff training on Science of Reading and Approved Interventions
- c. Book Club
- d. Effective implementation of the core curriculum (Wonders) to be explicit and systematic
 - (21-22) York Elementary is reviewing the new ELA standards and curriculum materials
- e. Targeted multisensory instructional supports for individual students
- f. Individualized and Small Group Academic Support for at-risk students
- g. Quarterly Reading Data Review Meetings with grade level teachers
- h. Monthly Reading Progress Monitoring Data Review in PLC meetings
- i. Structured Literacy Strategies utilized in the Core Reading Program and all MTSS levels
- k. PBIS process for struggling students

B. Ongoing Efforts - High quality and Approved Interventions:

- a. WonderWorks
- b. Sound Partners
- c. Reading Mastery
- d. Heggerty Phonemic Awareness
- e. Science of Reading
- f. Language for Learning

C. Ongoing Efforts - Resources

- a. Up-to-date and high quality curricular and intervention materials
- b. Up-to-date professional development for curricular and intervention materials and experts
- c. Various professional book studies for teachers (Speech to Print, Equipped for Reading, Logic of English)
- d. Electronic Devices (iPads & Computers)

Supporting Documentation:

- School Improvement Action Plan
- BLT notes on discussion of Tiers of Intervention
- Team Meeting Notes of Tiers of Intervention
- Wednesday Schedule
- YPS Strategic Plan
- YPS Strategic Plan workday schedule

- EXCEL Brochure
- Science of Reading training opportunities
- Heggerty Training for K-3 staff

2. Schoolwide reform strategies

2.1

Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. 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 - WonderWorks McGraw Hill/Heggerty Phonemic Awareness

Based on benchmark assessment scores, students are placed in a Tier III intervention program, which is a 30 minute, small group session. This intervention focuses on the WonderWorks curriculum, which supports the Wonders curriculum, which YES uses as its core program for 90 minute reading instruction. During this time, Heggerty or Bridge the Gap Phonemic Awareness programs are implemented daily. Science of Reading components are also taught at this time. During the 2021-2022, 35 Kindergarten-Third Grade students benefited from this Tier III intervention.

Students are chosen for this intervention based on benchmark data, teacher classroom assessments and teacher observation. York Elementary School title staff use a matrix to house all of this data in one spreadsheet for teachers and meet at least every 6 weeks to determine student placement.

Multi-Tiered Student Support System (MTSS) and Branching Minds

An educational service delivery system designed to provide effective instruction inclusive of all students using a comprehensive and preventive problem solving approach. York Elementary School uses Branching Minds for its database platform. Branching Minds houses all of the benchmark and progress monitoring scores for academic areas as well as behavioral data and the MTSS plans for individual students.

SCIP

York Elementary School partners with Blue Valley Community Action to provide a School Community Intervention Program (SCIP). It is designed to bring together families, school and the community to support student behavioral and emotional health. It is designed to assist students experiencing difficulty in the learning environment. SCIP was developed by community representatives and concerned educators. York Elementary SCIP team is made up of administration and teachers who meet six times per year to address those needs and pair students with appropriate services. During the 2021-2022 school year, ten students at York Elementary School qualified for this free service.

DESSA and Counseling Services and Second Step Social Emotional Skills

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 at York Elementary School, 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. Students who are at risk are placed in small group or individual counseling sessions that meet over lunch weekly with York Elementary School trained counselors. In 2021-2022, 55 students at York Elementary School qualified for this intervention.

All teachers at York Elementary School implement weekly Second Step Social/Emotional Skills lessons with their whole class. These lessons focus on four skills; skills for learning, empathy, emotional management and problem solving.

Classroom Project HOPE Counseling

This is a free counseling program partnered with Lemke Michels Psychotherapy of York and other local counseling providers . This program is available for York Elementary students based on teacher referral. During the 2021-2022 school year, 40 York Elementary School students qualified for this free service.

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 2nd - 5th grade students.

Various York Elementary School Student Outreach Programs

Each year, the staff at YES screens students who are at risk either academically, behaviorally or socially. Staff members are paired up with students to provide another caring adult for them to make a connection to in a meaningful way.

Supporting Documentation:

- EXCEL letter to parents
- EXCEL brochure
- Title data matrix
- Team Meeting Notes example
- Team Meeting Notes example of Tiers of Intervention
- MTSS/Branching Minds caseload numbers and instructions
- MTSS/Branching Minds Intervention Plan
- MTSS/Branching Minds student report example
- SCIP Brochure
- SCIP Team Meeting Plan
- DESSA & Second Step Information
- Project Hope Information
- TeamMates
- ICU Database Letter and Print Out
- Connect Four Outreach Project

3. High quality and ongoing professional development

3.1

Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

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 training with other staff through peer coaching opportunities. Teachers are sent to special training other than those listed when a need is presented. York Public Schools also has 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.

York Principles of Learning: 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. YPS administration uses the York Principles of Learning as an evaluation tool as they make their rounds to ensure all staff are adhering to the principles in their daily planning and instruction.

Professional Development: Teachers and paraprofessionals 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.

Annual MLK Professional Development Workshop: 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 training sessions.

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

York Elementary Schools 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 support 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:

- York Principles of Learning/School Improvement Goal Classroom Posters
- York Principles of Learning Staff Evaluation Tool
- Certified Staff Professional Development Spreadsheet
- Classified Staff Professional Development Spreadsheet
- Instructional Rounds Routines
- MLK Workshop Information

- BLT Book Study Schedule - Standards Based Grading
- York Elementary School Mentoring Program
- YES Staff Back to School Schedule
- YES New Staff Orientation Followup

4. Strategies to increase parent and family engagement

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<p>York Elementary School has jointly developed with parents and students, a Student-Parent-School learning compact that describes; ways each parent or guardian will be responsible for supporting his/her child's learning; methods the student can use to be responsible for their learning experience and the school's responsibility to provide a high quality curriculum and a supportive and effective learning environment for each student.</p> <p>A review of the compact will be done at the annual parent meeting held each spring at the district office.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"> ● YES School-Parent Compact ● Annual Parent Meeting agenda stating compact review 	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
<p>Parents have access to the Elementary Student Handbook which contains updated policies 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.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"> ● Current Building Level Parent Policy for Title I ● PATT (Parent Involvement Group) sign in from annual policy/handbook review ● YPS letter inviting parents to meeting regarding schoolwide title, blank schoolwide questionnaire, example of filled out questionnaire 	
4.3	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>
<p>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:</p> <p>Parent Meeting/Activities:</p> <ul style="list-style-type: none"> ● 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 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
- All grade levels have a “special” program
- Book Fair (fall and spring)
- * One Book - One School Activities During October
- * Various Parent Communication Letters
- * Free Community and Family Presentations (i/e Power of Play in a High Tech World)

Supporting Documentation:

- Invitation Letter to annual parent meeting
- Questionnaire
- Annual Parent Meeting agenda
- Annual Parent Meeting notes
- Title I Parent Review of School/Parent Compact and District and/or Building Parent Involvement Policy
- Annual Parent Meeting Sign-in
- Example of a Parent Involvement Activity Sign-in
- Schoolwide and You and Your Child in Spanish and English
- Various examples of Parent/Family Engagement Activities

5. Transition Plan

5.1

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).

York Public School 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 district. All three classes are housed in or bussed to York Elementary for recess daily and for other whole group activities. Teachers work closely with kindergarten staff and administration to transition students effectively and seamlessly from one program to the next.

- Jump Start is a week-long 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.

Supporting Documentation:

- Kindergarten Round Up Information/Registration
- Kindergarten Round Up Day Handouts/Information
- Jump Start Summer Program for incoming Kindergartners
- Jump Start Daily Schedule
- Sixpence (early childhood program) Information
- Early Head Start Program

5.2

Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).

Those students leaving York Elementary School for the Middle School receive a half-day orientation at the Middle School in the Spring of 5th Grade. Students and parents of outgoing 5th 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 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.

Supporting Documentation:

- Middle School Orientation Letter
- Transition Meeting scheduled into yearly staff development early out Wednesdays
- YMS Open House information from newsletter
- Transition Survey for 5th graders

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

York Elementary School provides multiple activities and programs to increase the amount and quality of learning time within and beyond the instructional day.

- BOOST

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. BOOST includes a homework lab and enrichment activities. This program is also used as an intervention for struggling students. They also host a Family Night, where food and games are provided at no cost to families who are enrolled in BOOST.

BOOST also provides activities on non-school days called "Beyond the School Bells". We cooperate with community organizations like the Rec Center and Wessel's Museum to provide opportunities to extend learning.

- Summer BOOST

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 snacks and lunch are components of Summer BOOST.

- The Power of ICU

York Elementary School uses The Power of ICU program for students who are at risk of getting assignments done. ICU stands for **Intensive Care Unit**, just like in a hospital. ICU is an academic support system for students and communication tool for teachers and parents and is built around a school-wide electronic database that tracks missing assignments. Students are provided time during their school day to meet with the lifeguard, who is an adult trained to provide additional support. Students could have to see the lifeguard for a variety of reasons; from being negligent in getting work done, being absent from the regular school day or simply needing additional support.

- Wednesday Book Club

Every Wednesday, 2-5th students who are at risk for not meeting reading goals or any student who chooses to want extra reading time are identified. These students stay after school on Wednesday for one hour to read with a certified teacher and high school student volunteers in the library.

- Extended Family Activities Outside the School Day

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 Literacy Nights/Book Fair, Open House/Walk to School, Science Fair.

Supporting Documentation:

- BOOST Information
- Summer BOOST information
- ICU and Book Club Information
- Book Fair/Literacy Fair
- Science Expo

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

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