

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

If there are any changes in the red boxed areas, the school MUST submit the Revised Plan to the NDE by April 1st

District Name:	Meridian Public School District
County Dist. No.:	303
School Name:	Meridian Elementary School
County District School Number:	48-0303-002
Grades Served with Title I-A Funds: <i>(PK is rarely served)</i>	K-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Leslie Drees
School Principal Email Address:	ldrees@meridianmustangs.org
School Mailing Address:	Meridian Elementary 72380 560th Ave PO Box 190 Daykin, NE 68338
School Phone Number:	402-446-7265
Additional Authorized Contact Person (Optional):	Conner Cogswell
Email of Additional Contact Person:	ccogswell@meridianmustangs.org
Superintendent Name:	Randy Kort
Superintendent Email Address:	rkort@meridianmustangs.org

<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>
<u>Leslie Drees</u>	<u>Administrator</u>
<u>Conner Cogswell</u>	<u>Title Teacher</u>
<u>Jen Wolfe</u>	<u>Parent</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information
(As of the last Friday in September)

Enrollment: 122	Average Class Size: 15	Number of Certified Instruction Staff: 10
Race and Ethnicity Percentages		
White: 93 %	Hispanic: 4 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 2 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 55 %	English Learner: 0 %	Mobility: 5.5 %

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

Confirm all Instructional Paras are Highly Qualified according to ESSA.	x Yes <input type="checkbox"/> No
---	-----------------------------------

Date Reviewed: _____

The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

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

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>Meridian uses comprehensive needs assessment testing in all grades throughout the year. Students in grades K-6 are given MAP growth assessment three times a year and Acadience benchmark and progress monitoring throughout the year. STAR Reading and Math is given to students in grades 3-6 three times a year. NSCAS summative test is given once a year to grades 3-6. Meridian is in full alignment with the Nebraska Reading Improvement Act, and appropriate students have Individualized Reading Improvement Plans as identified by our approved screener, Acadience. The data is reviewed regularly through collaborative grade-level team meetings and the continuous school improvement process to target instruction and identify students in need of intervention. The data is also used to inform the curriculum process with the selection of evidence-based instructional materials for Tier 1 and interventions.</p> <p>Evidence: CIP plan - balanced assessment system p. 9 Sample IRIP Title 1 letter and / or IRIP letter sent to parents</p>	
1.2	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i></p>
<p>Meridian Elementary uses climate surveys to gather data from parents. The survey categories consist of school climate, school safety, equity/respect for diversity, discipline, and parent involvement. Parents are given access to surveys online and during parent-teacher conferences yearly. The survey results are collected and reviewed by the continuous school improvement team and shared during staff in-service meetings. Input from parents is also gathered through parent-teacher conferences and the Title I parent meeting.</p> <p>Evidence: Climate survey - 2024 CIP visit slides Title 1 Parent meeting sign-in form Title 1 Meeting Agenda PT conferences attendance document</p>	
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i></p>
<p>Meridian Public School has a Continuous School Improvement Plan and works towards meeting goals to improve reading comprehension, math skills, and school climate. The school improvement team meets monthly to review goals and data. Staff in-service days are used for staff work time to plan and prepare for the implementation of new strategies to help meet our goals.</p>	

Evidence:

CIP action plans (Reading and Math)

CIP / Inservice meeting schedule

Evidence Based and High Quality Instructional Materials and Programs

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.

Meridian Elementary School uses NSCAS results, MAP results, Acadience DIBELS, STAR, and in-program assessments to evaluate student proficiency across all grade levels and plan for additional instruction in focused areas. Meridian uses Wonders-McGraw-Hill for Reading instruction for all students. Students at risk of not meeting state standards and demonstrating need for extra support in Tier 2 Interventions receive Tier 2 Wonders Interventions for K-6 and Sound Partners for students in K-2.

Students who are identified as well below benchmark according to Acadience may be placed in reading interventions where they receive Tier 2 interventions. Acadience progress monitoring occurs bi-weekly for students who receive reading interventions from the Title teacher.

Evidence:

Evidence Based and High Quality Instructional Materials and Programs

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.

Meridian School District has ongoing professional development and other activities for teachers and paraprofessionals throughout the year, which align to goals within the continuous improvement plan and meet the requirements of the district. Building departments meet biweekly to address student data and instructional concerns. School and grade-level teams meet monthly to review student/staff progress and improve instructional effectiveness. The district has adopted an adaptation of the Marzano Instructional Model and is working towards training all teachers with these research-based instructional strategies. ESU 5 offers workshops and training for teachers to gain additional knowledge of how to use data sources to target instruction to meet new and challenging state academic standards.

Evidence:

Professional growth policy 4140

CIP / Inservice meeting schedule

4. Strategies to increase parent and family engagement

4.1

Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.

Parents have multiple opportunities throughout the year to discuss the school compact. Meridian Elementary School hosts an annual Title I parent meeting during the fall parent-teacher conferences. Parents are given a letter of notice and a compact to sign if their child qualifies for Title services. Parents have a chance to view the compact online, and they can also ask questions about it during second-semester parent-teacher conferences.

Evidence:

Student Parent Compact
 Title 1 parent meeting sign in sheet
 Title 1 meeting agenda

4.2

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

Meridian School board updated the Title I Parent and Family Engagement Policy or Procedure during the July 2020 meeting. The policy is also reviewed by the school board each year, and a yearly hearing is held to solicit feedback on our Title I Family Engagement Policy and Parent Involvement Policy. The policy is reviewed each year at the annual Title I parent meeting as well. Parents are encouraged to attend and offer input to update as needed.

Evidence:

Meridian Public School Title 1 Parent and Family Engagement Policy

4.3

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.

The annual Title I parent meeting is held at the beginning of the school year. Notes are sent home to all parents, inviting them to attend. Meetings are advertised in the monthly school newsletter. Meetings are held in the school library in conjunction with parent-teacher conferences.

Evidence:

Student Parent Compact
 Title 1 parent meeting sign in sheet
 Title 1 meeting agenda

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).

Meridian Elementary holds a Preschool and Kindergarten Round-Up night for parents and students. At this meeting, parents and students are introduced to the teachers, principal, school nurse, and elementary secretary. Parents are informed of required forms, expectations, and curricular programs that are offered. Round-up night occurs in early April. Parents and students receive a welcome letter in the summer with information to prepare for the school year. Meridian has an open house before the first day of school to give students and families an opportunity to visit classrooms and meet teachers. A free meal is provided for families at the open house.

<p>Evidence: Pre-Kindergarten Parent meeting letter Kindergarten Round Up invitation Summer Schoolwide info for parents letter</p>	
5.2	<p><i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).</i></p>
<p>Meridian School hosts an open house night for students entering junior high and high school. Students and parents are able to meet teachers and walk through their daily class schedule. Before students exit 6th grade, the counselor helps them choose their class schedule and gives them a tour of the high school side of the building. They learn about procedures and opportunities offered in junior high. Families received a welcome letter in the summer with information, reminders, and requirements for entering junior high. A semester life skills class is required for all 7th-grade students.</p> <p>Evidence: Summer Schoolwide info for parents letter</p>	

6. Strategies to address areas of need

6.1	<p><i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i></p>
<p>The schoolwide plan will allow for students who do not qualify for targeted assistance, but are still at risk to receive interventions and support. Students will receive additional interventions taught and monitored by the Title I teacher or a trained paraprofessional, whose lessons are planned by the Title I teacher. The Title I teacher will provide assistance in classrooms for all students as needed and can assist teachers in progress monitoring. In addition to time during the day, students are offered summer school, which is taught by certified staff.</p> <p>Evidence: Evidence Based and High Quality Instructional Materials and Programs Summer School Letter of Interest</p>	

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

7.1	<p>Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i></p>
<p>N/A</p>	