Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education County District School Number in the table below.

Date of Review:	8/11/26
District Name:	Pender Public Schools
School Name:	Pender Elementary School
County-District-**School** Number: xx-xxxx-xxx	87-0001-003
Grades **Served** with Title I-A Funds: *(PK is rarely served)*	P-6
Preschool program is supported with Title I funds. *(Mark appropriate box)*	☒ Yes ☐ No
Summer school program is supported with Title I funds. *(Mark appropriate box)*	☐ Yes ☒ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☐ Other (Specify)_____
School Principal Name:	Kelly Ballinger
School Principal Email Address:	keballi1@penderschools.org
School Mailing Address:	609 Whitney St. Pender, NE 68047
School Phone Number:	402-385-3244
Additional Authorized Contact Person (Optional):	Audra Miller
Email of Additional Contact Person:	aumille1@penderschools.org
Superintendent Name:	Dr. Jason Dolliver
Superintendent Email Address:	jadolli1@penderschools.org

Names of Planning Team *(include staff, **parents** & at least **one student if Secondary School**)*	Titles of those on Planning Team
Kelly Schrunk Kelly Ballinger Kira Swinton Marin Jetensky Jason Dolliver Luke Hoffman Amy Bargholz Audra Miller Tiffany Beckman _____ _____ _____	Parent Administrator SPED Teacher Elementary Teachers Superintendent HS Principal Elementary Teacher Interventionist Paraprofessional _____ _____ _____ _____

School Information

(As of the last Friday in September)

Enrollment: 260	Average Class Size: 15	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 93 %	Hispanic: 4 %	Asian: 0 %
Black/African American: 1 %	American Indian/Alaskan Native: 2 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 46 %	English Learner: 3 %	Mobility: 8 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	**MAP Growth**
Aims Web Plus	

Confirm all Instructional Paras are Qualified according to ESSA.	☒ Yes ☐ No

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	*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.*

Pender Elementary staff collects and analyzes achievement data regularly from the following sources: Program Data from Guided Reading/Journeys (Fluency Checks, Running Records, Weekly Assessments), Aims Web Data (Reading/Math), Aims Web Progress Monitoring, NSCAS Data (ELA, Math, Science), MAP Data (ELA, Math, Science). In addition, information regarding attendance and mobility is also available. (See Data Retreat Analysis)

Norm-referenced, disaggregated data is reviewed annually and used as a guide for instructional decision-making. (See Elementary Data Retreat)

All K-6 students participate in dual core programming - Journeys Core Reading Series and the Guided Reading Program. Placement tests are given to all K-6 students in August of the current school year to determine placement. Those placement tests include Aims Web, MAP Growth and Guided Reading Benchmarking. Reading blocks for students in K-6 are at least 90 minutes. We have developed two 30-minute blocks of Intervention & enrichment time for each classroom K-3, and one block for each classroom 4-6. During this time a majority of interventions can be delivered by our interventionist, teachers, and teacher assistants. You can see this time reflected K-3 as LLI (Leveled Literacy Interventions) as well as "TIffany" who is our interventionist paraprofessional. 4-6 Interventions are built into their specials/lunch schedule from 11:06-1:12. (See Elementary Schedule)

Each student's data is reviewed at regularly scheduled MTSS Data Team meetings (twice a month) and information discussed is used to make intervention decisions. Following at least six data points, decisions will be made to maintain the program, change the program, or discontinue the intervention. (See MTSS Data Review)

Student growth rate and level of performance are reviewed and analyzed following progress monitoring. Consideration of progress monitoring data, classroom performance data, intervention accuracy/engagement data, and professional judgment will be used to determine effectiveness of the intervention. (See MTSS/SAT Decision Rules)

Evidence:
* Data Retreat Analysis (includes NSCAS, MAP Growth, Aims Web)
*Elementary Data Retreat

1.2	*Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.*

Students, parents, staff, and community members are given the opportunity to provide feedback to the school district in multiple ways. In the fall, our Back-to-School night provides parents an opportunity to meet with teachers and administration. Classroom curriculum is reviewed at this time and questions are answered. (See Back to School Night) Fall Parent-Teacher Conferences are a time for parents and teachers to carefully review student progress. (See Fall Conferences) At this time Teacher-Parent-Student compacts are reviewed and input is given. (See Fall Conference-Compact) Parent survey information is collected each spring at Parent-Teacher

Conferences through an electronic survey format. These surveys are reviewed and discussed during our annual data retreats. (See 2022 PT Conference Elementary Parent Survey) Staff are surveyed at the end of the year as well as interviewed during summative evaluation conferences. (See 20-21 Staff Climate Survey) Students are surveyed at the end of first and third quarters. (See Student Survey Sample)

Evidence:
*Back to School Night Information
*Fall Conference Information
*Fall Conference - Compact Review
*Spring Conference Information
*Climate Survey – Elementary Students
*Climate Survey – Parent/Community
*Climate Survey – Staff

1.3	*Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.*

Pender Public Schools maintains a cycle for continuous improvement. Following an AdvancEd external visitation held in October of 2020, the district reevaluated its school improvement goals for the next improvement cycle. Goals have been established in the areas of ELA improvement, addressing the social-emotional needs of students, and over-all performance on district-wide assessment. Action planning was recently started and is not complete at this point. Incomplete action plans have been included for the purpose of documentation. (See SIP Documents 1-8)

Each student's data is reviewed at regularly scheduled MTSS Data Team meetings and information discussed is used to make intervention decisions best for student improvement. Pender Public Schools has developed two 30-minute blocks of ELA intervention & enrichment time for grades K-3 and one block for grades 4-6 during which a majority of intervention can be delivered by our interventionist, teachers, and teacher assistants. Math interventions are also delivered on an individual, as-needed basis as determined by the MTSS Data Team. (See MTSS Data Review)

Student growth rate and level of performance are reviewed and analyzed following progress monitoring. Consideration of progress monitoring data, classroom performance data, intervention accuracy/engagement data, and professional judgment will be used to determine effectiveness of the intervention. Following at least six data points, decisions will be made to maintain the intervention, change the intervention, or discontinue the intervention. (See MTSS/SAT Decision Rules)

Evidence:
* School Improvement Goals (SIP Documents 1-4)
* School Improvement Action Plans (SIP Documents 5-8)
* MTSS/SAT Decision Rules
* MTSS/SAT Data Review

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.*

The Pender Elementary MTSS process strives to meet the academic, social emotional and daily living needs of all students within our district. We take this job very seriously and believe that it is one of our greatest responsibilities. These needs and how we meet them are further articulated below.

Academic Needs: Using student performance data, our MTSS team makes decisions regarding each student's need for instruction and intervention. Numerous scientifically based interventions are available and in use. Our MTSS team meets every other week to address the academic needs of our students and make adjustments to interventions. (See MTSS Data Review & Decision Rules)

Social Emotional Needs: Using a SEL screening process, our MTSS team evaluates our students need for social emotional assistance. Individual and group counseling services are available through our school psychologist and school counselor. We are also fortunate enough to have professional counseling services available in our school building three days a week through Heartland Counseling services. Small groups also participate in skills training through lunch-bunches and Circle of Friends. (See Heartland Counseling Services Intro Letter and Intake Packet)

Daily Living Needs: PPS maintains a strong mentoring program through TeamMates. We have before and after school programs to provide students with a place to go, food and homework help from 6:00 a.m. to 5:00 p.m. daily. PPS serves free breakfast and lunch daily. We also operate a backpack food program that serves 80+ students weekly with no financial stipulation. (See TeamMates Tri-Fold, Before & After School Care, 21-22 Backpack Program)

Additional services are delivered through our School-Wide Title I, Special Education and ELL programs as well as through the general population. Pender Elementary utilizes a Guided Reading Program. This allows multi-age student groups to receive instruction on their instructional level. This also allows access to a large Guided Reading library which contains hundreds of titles all leveled for specific use.

In addition, Pender Public Schools provide high quality teaching in an environment that incorporates technology into the daily instructional routine. Each P-6 classroom was equipped with an interactive Smart Board and two laptop computers. Each student is provided with their own technology devices (K-1 iPads, 2-6 Chromebooks). Wireless internet access is available throughout the building. The district also provides hot spots/student internet access at their home.

Evidence
* MTSS/SAT Decision Rules
* MTSS/SAT Intervention Data
* Heartland Counseling Forms
* Backpack Food Letter
* Before/After school program flyer
* Pender Teammates Document

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.*

Following an AdvancEd external visitation held in October of 2020, Pender Public Schools reevaluated its school improvement goals for the next improvement cycle. We did so by taking time to review student achievement data and climate data. Following this very valuable data retreat, goals were established in the areas of ELA

improvement, addressing the social-emotional needs of students, and over-all performance on district-wide assessments. Action planning was recently started and is not complete at this point. (See Data Analysis & Elementary Data Retreat)

Pender Public Schools is committed to participation in ongoing, high-quality professional development for all staff. Teachers and paraprofessionals are involved in training that directly relates to teacher effectiveness and student achievement. Staff development trainings also correlate specifically to our school improvement goals. Staff has also participated in specific training in the areas of direct and explicit instruction as it relates to historically underserved populations, such as special education, poverty, and ELL. (See 2:30 Dismissal Schedule)

Professional Development Includes:

Marzano Institute - High Reliability Schools/Coaching Classroom Instruction @ ESU #1. (See Marzano Registration)

APL - The district made a commitment to train all teachers in the instructional skills and strategies promoted in The Teaching Book by Jean Anastasio, Dave Perry, & Tim Sharer of APL Associates. All teachers attend a 5-day training at Educational Service Unit #1. (See APL Registration)

ELL - We hosted a specialized training for our staff regarding classroom instruction that works for English Language Learners. (See 2:30 Dismissal Schedule)

Technology – The district has committed to train all teachers in the use of technology as an educational resource. iPads in the classroom training, Smart Board Training, and technology-based curriculum software training have been provided.

Standards Based Grading - Standards-Based Grading is a refined way of reporting what students know and how they demonstrate their learning of state content standards. The primary goal of SBG is to better communicate specifically and clearly what each student knows and is able to do according to state/district content standards. All staff have received training on SBGR, and the K-6 grade are in year eight of implementation.

Guided Reading/LLI Training & Observations – The elementary staff has participated in observations of local school districts who have implemented guided reading. Book studies were conducted, and outside training was provided to all K-6 staff. Pender Elementary uses Guided Reading and Leveled Literacy Interventions. Ongoing training is provided to current/new staff. (See. Guided Reading/LLI Training Agenda)

Professional Instructional Rounds & PLC's - Instructional rounds are one of the most valuable tools that a school district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed; rather the primary purpose is for the observing teacher to compare their own practices with the practices of those they observe. Pender Elementary participates in professional rounds twice each school year. Once within the district and once outside of the district. (Out of district rounds were postponed during COVID) (See Instructional Rounds Summary)

Evidence:
*Data Analysis
*Elementary Data Retreat information
* 2:30 Dismissal - Staff Development Schedule
* Guided Reading Training Agenda
* PPS Instructional Rounds Form
*Marzano Registration
*APL Registration

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.*

Our Title One Team, which includes parents, reviewed the Parent/Student/Teacher Compact at our annual meeting during preservice. (See Meeting Agenda & Sign In) Input was given regarding changes necessary and procedures for distribution. The compact was given out, explained, discussed, and signed during fall Parent-Teacher Conferences. (See Compact Sample)

Evidence:
*Title One Team Meeting Agenda
*Title One Team Meeting Agenda Sign In
*Compact Sample

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

At our Title One Annual Meeting (which included parents) we reviewed the Parent/Student/Teacher Compact, Literacy Night activities, Title One Activities Calendar, Title One Policy, and RTI decision rules. (See Meeting Agenda and Sign In) Input was given regarding changes necessary and procedures for distribution of the compact. Our BOE policy regarding Parental Involvement is included for review. (See BOE Policy)

Evidence:
*Title One Team Meeting Agenda
*Title One Team Meeting Sign In
* BOE Policy regarding Title One Parental Involvement 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.*

Our Annual Title 1 Meeting was held in the fall. (See Title One Team Meeting Agenda & Sign In)

Pender Public Schools believes in the importance of communication between teachers and parents. A weekly eNews (electronic newsletter) helps with communication. Each classroom teacher uses SeeSaw to communicate with their respective parents. Our district wide communication system is Remind. (See eNews Sample)

Numerous activities throughout the course of the year help us reach out to families and encourage parental participation. COVID-19 protocols really put a damper on our engagement activities last year. We are excited to continue/bring back activities such as these to provide opportunities for parents to be involved in the education of their children. Activities Included our annual meeting, Back-2-School Night (August), Pendragon Literacy Night (Fall), Family Science Night (May), and Dr. Seuss/Read Across America Day (March), Rock the NSCAS Reading Night (April), Summer Reading promotions (May). (See Back to School Night & Dr. Seuss Week)

Parents are invited to conference with their children's teachers, including the Title I teacher, formally twice each year and informally as requested. In addition to these scheduled events, parents and grandparents also serve as guest readers. Parents and grandparents are invited to share lunch with their children at any time of the year, but especially during designated weeks. Parents are frequently asked to serve as resource people when a particular topic of study is being explored in the classroom. Parents are also called upon to volunteer as field

trip chaperones as needed. Parents are encouraged to support their children through supervision of regularly assigned homework.

Evidence:
*Annual Meeting Agenda
*Annual Meeting Sign In
*eNews sample
*Back-2-School Night Flyer
* Dr. Seuss Flyer

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).*

New families are encouraged to meet with the principal at the time of their enrollment. Families are given a tour of the facility and introduced to pertinent staff as opportunities present themselves. Within each classroom, teachers provide orientation for new students through a variety of means.

Building secretaries also orient families through the distribution, completion, and submission of various forms including school calendars, handbooks, enrollment forms, insurance forms, medication permission forms, birth certificates, physical examinations, and immunization records. An interpreter is provided if needed at the time of enrollment.

Back to School Night is held annually, not only for our current families but as a way to welcome and provide information to our new families. (See Back to School Night Flyer)

Our local chamber of commerce also provides us with "Welcome to Pender" bags, which do include an insert for local activities for children.

Pender Public Schools provides a public preschool for 3- and 4-year-olds in the district. Preschool Registration Night provides parents new to the district with information about our preschool program and developmentally appropriate educational strategies. (See Preschool Registration & Pender Times Ad)

Through Kindergarten Round-up, held each April, open lines of communication are established between families of potential Kindergarten students and district personnel. Handouts outlining schedules and expectations are shared by the principal and Kindergarten teachers. Students spend time in the Kindergarten classrooms interacting with the Kindergarten teachers on that day as well. Parents spend time with the elementary principal, school nurse, speech pathologist, reading interventionist, special education teacher, and school secretary. (See Kindergarten Round-Up & Pender Times Ad)

6th grade students/parents transitioning to 7th grade also participate in 7th grade transition night. Students and parents meet with their 7th grade teachers as well as the High School principal, High School guidance counselor, and several high school teachers. Discussion regarding the transition, activities, and academics takes place. (See 7th Grade Transition Night)

Evidence:
*Preschool Registration Flyer

*Pender Times Ad
*Kindergarten Round Up Letter
* Back-2-School Night Flyer
* 7th Grade Transition Night Presentation

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).*

Pender Public Schools does reach out to home daycares and daycare centers as well as to parents directly regarding the transition from daycare to preschool. Pender Public Schools provides a preschool for 3- and 4-year-olds in the district. Preschool Registration night provides parents with information regarding our preschool programming and developmentally appropriate educational strategies to prepare their children. (See Preschool Registration & Pender Times Ad)

Kindergarten Round-up, held each April, helps establish a plan of transition for our preschool students moving on to Kindergarten. Handouts outlining schedules and expectations are shared by the principal and Kindergarten teachers. Students spend time in the Kindergarten classrooms interacting with the Kindergarten teachers on that day as well. Parents spend time with the elementary principal, school nurse, speech pathologist, reading interventionist, special education teacher, and school secretary. (See Kindergarten Round Up & Pender Times Ad)

7th grade students and parents also participate in 7th grade transition night. Students and parents meet with their 7th grade teachers as well as the High School principal, High School guidance counselor, and several high school teachers. Discussion regarding the transition from elementary to secondary, activities, and academics takes place. (See 7th Grade Transition Night)

Junior and Senior students and their parents participate in numerous informational nights with the guidance counselor. They discuss college and career readiness, scholarship information, financial aid awareness and vocational and technical awareness. (See Senior Parent Night, Financial Aid Night, and Life After High School Handbook)

Evidence:
*Preschool Registration Flyer
*Kindergarten Round Up Letter
*Pender Times Ad
* 7th Grade Transition Night Presentation
*Senior Parent Night Letter
*Financial Aid Night Letter
*Life After High School Handbook

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.*

The Pender Elementary PK-6 schedule is developed with the purpose of maximizing instructional time. Reading blocks for students in K-6 are at least 90 minutes. We have developed two 30-minute blocks of Intervention & enrichment time for each classroom K-3, and one block for each classroom 4-6. During this time a majority of intervention can be delivered by our interventionist, teachers, and teacher assistants. This time follows our

Guided Reading block. You can see this time reflected K-3 as LLI (Leveled Literacy Interventions) as well as "TIffany" who is our interventionist paraprofessional. 4-6 Interventions are built into their specials/lunch schedule from 11:06-1:12. (See Elementary Schedule)

Pender Public School students have the opportunity to come to our before and after school programs free of charge. Our before-school programming runs from 6:00 a.m.-7:30 a.m. daily. Our after-school programming runs from 3:30-5:00 p.m. each afternoon. Homework help, snack, and fun extension activities are planned each week. (See Before After School Care Flyer)

PPS also provides students in grades 3-6 with extended learning opportunities through the High Ability Learner program. Students participate on Mondays and Thursdays each week from 3:45-5:00. The focus this year for HAL is high-interest, high-strategy, thought-provoking board games. (See our HAL parent letter from Winter Benchmark Review)

Each summer Pender Public Schools offers Summer School to students (in the MTSS process) who have not met benchmark or other performance goals. Summer School is offered for approximately three weeks in June and three weeks in July. The school also offers a Jump Start program for two weeks prior to the start of the school year. Students are scheduled for morning sessions to work with teachers to review reading and/or math skills before school begins. The school makes every effort to schedule each student's learning period at a convenient time for the family. (See Summer School Plan)

Evidence:
*Elementary Schedule
*Before/After School Care Flyer
*HAL parent letter
* Summer School/Jump Start Student/Staff List

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

7.1	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). *(If you choose not to consolidate, N/A is acceptable.)*
N/A	