

Title I Schoolwide Information Spring 2020 Schoolwide Self-Review

District Name:	South Central Nebraska Unified School District #5	
County District Number:	65-2005	
School Name:	Lawrence-Nelson Elementary	
County District School Number:	65-2005-007	
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:	Dana Epley	
School Principal Email Address:	depley@southcentralusd.us	
School Mailing Address:	411 E Second Street Lawrence, NE 68957	
School Phone Number:	402-756-7013	
Additional Contact Person (Optional):	Amanda Skalka	
Additional Contact Person Email:	askalka@southcentralusd.us	
Superintendent Name:	Julie Otero	
Superintendent Email Address:	jotero@southcentralusd.us	
Check appropriate box:	<input type="checkbox"/> ESEA/ESSA Monitoring year <i>(do not submit this form to NDE – retain copy for records)</i> <input checked="" type="checkbox"/> (cancelled b/c of COVID19) Building Participated in Peer Review <i>(list who participated in reviewing plans at the NDE Peer Review Session in the space below & submit Self-Review to NDE by May 1st)</i>	

Schoolwide plan has been reviewed and has not changed.

Schoolwide plan has been reviewed and changes are included with this document.

School District Name: **SCNUSD #5** Co. Dist. No: **65-2005**

School Name: **Lawrence-Nelson Elementary** Date: **April 30, 2020**

SUMMARY SCORESHEET of SCHOOLWIDE PLAN SELF REVIEW RATING RUBRIC

Each Schoolwide Building must complete the following rating scale by scoring the School's previously approved Schoolwide Plan and entering scores from the Schoolwide Plan Peer and Self-Review Rating Rubric. Then complete the items on the following page.

Section	Rubric Component	(Click in box to type score)
Self-Review Rubric Scores (Enter 1, 2 or 3)		
Section 1: Comprehensive Needs Assessment		
1.1	Disaggregated Data	3
1.2	Parent/Community input to identify School Needs	3
1.3	Improvement Efforts to support Continuous Improvement Plan	3
Section 2: Schoolwide Reform Strategies		
2.1	Strategies to Address Needs of ALL Children	2
Section 3: Instruction by Highly Qualified Teachers		
3.1	Paraprofessional Qualifications	3
Section 4: High Quality Ongoing Professional Development		
4.1	Professional Development Focused on Standards	3
Section 5: Strategies to Increase Parent and Family Engagement		
5.1	Title I School-Parent Compact	2
5.2	Building Level Title I Parent and Family Engagement Policy	3
5.3	Annual Title I Parent Meeting	3
Section 6: Transition Plan		
6.1	Transition plan for incoming students	2
6.2	Transition plan for outgoing students	2
Section 7: Strategies to address areas of Need		
7.1	Opportunities for Extended Learning Time	2
Section 8: Coordination and Integration		
8.1	Coordination & Integration of Federal, State, & Local funds	3

Each school is required to submit evidence that the annual review has addressed program effectiveness. Please complete the following:

Date of meeting: April 30, 2020

Describe the data that analyzed to determine the effectiveness of the program and decisions made as a result:

Overall and disaggregated NSCAS, NWEA-MAP, and Acadience Reading data was reviewed. Parent and teacher Title 1 surveys along with CIP surveys are also considered.

List changes made to the Schoolwide Plan - if none, respond NA:

N/A

Meeting Minutes:

see attached

Please list the people and their title that were involved in the review:

Name	Title
Dana Epley	Principal
Amanda Skalka	CIA Director
COVID 19 prevented more team members from participating	

Title 1 Lawrence-Nelson Elementary Self-Review Meeting
Monday, April 4, 2020
 3:00-3:45

Present: **Dana Epley (Principal), Amanda Skalka (CIA Director)**
 Absent (COVID 19): **Dina Hoelting (Teacher), Cherie Peters (parent)**

Data Review

Nebraska Education Profile (NEP) is the source of most charts:

<https://nep.education.ne.gov/Schools/Index/65-2005-007?DataYears=20182019&type=ELEMENTARY>

MOBILITY PERCENTAGE			
Data Years	State	District	School
2019-2020			*
2018-2019	10.32%	10.47%	--
2017-2018	10.86%	6.66%	--
2016-2017	11.08%	7.21%	--
2015-2016	11.24%	7.28%	--
2014-2015	12.25%	9.28%	12.37%

Mobility - Mobility data does not include 10 or more students so it is embargoed for most years.

*2019-2020 data is not finalized (although even 10/84 would be 12%)

STATE TESTING RESULTS

NSCAS Percent Proficient: CCR Benchmark/On Track or Meets/Exceeds Combined Combined Results for All Grades Tested			
Data Years	English Language Arts*	Mathematics*	Science*
2018-2019	52 %	48 %	83 %
2017-2018	38 %	51 %	75 %
2016-2017	48 %	**	46 %
2015-2016	**	**	56 %
2014-2015	**	**	83 %

LN Elem NSCAS proficiencies:

LN 3-5 students perform highest in Science (legacy standards and benchmarks) and Math. ELA continues to be the area focus district-wide. Math needs to also be a focus at LN Elementary. A

focus on evidence-based Instructional practices will improve both reading and math achievement levels.

NSCAS ELA Proficiency by Grade				
Data Years	Grade 3-5	Grade 03	Grade 04	Grade 05
2018-2019	52%	50 %	56 %	50 %
2017-2018	38%	* %	60 %	31 %
2016-2017	48%	62 %	38 %	46 %

LN Elem NSCAS ELA proficiencies:

The percent of students meeting On-Track or CCR on the ELA NSCAS by Cohort varies in increases/decreases.

Cohort 2028 (18-19 3rd grade)

Cohort 2027 (18-19 4th grade) embargoed 17-18 data

Cohort 2026 (18-19 5th grade) decreased 2% from 3rd to 4th (62% to 60%), decreased 10% from 4th to 5th (60% to 50%)

Grade 4 began Year 1 using RM as core in 2018-19; Grade 5 began Year 1 using RM as core in 2019-20.

NSCAS ELA Subgroups (all with un-embargoed data)				
Group	Subject	2016-2017	2017-2018	2018-2019
ALL	ELA	46%	52%	48%
Male	English Language Arts	54%	46%	65%
Female	English Language Arts	39%	30%	38%
SPED*	ELA	16%	25%	18%
F/R	ELA	36%	28%	48%

*SPED data does not include Alternately Assessment students (1 in Cohort 2028 in 18-19)

Males outperform Females in ELA 15%, 16%, and 27% in years 16-17 to 18-19; this is opposite of national and state norms.

NSCAS Math Proficiency by Grade				
Data Years	Grade 3-5	Grade 03	Grade 04	Grade 05
2018-2019	51%	50%	31%	67%
2017-2018	48%	44%	73%	38%

SC Elem NSCAS **MATH** proficiencies:

Go Math implemented in 2017-2018; revised NSCAS Math assessment year 1, also. District data saw significant Grade level and Cohort increases; LN cohorts decreased the number of students meeting minimum NSCAS benchmarks:

Cohort 2027 (18-19 Grade 4) 44% to 31% (10% DECREASE)

Cohort 2026 (18-19 Grade 5) 73% to 67% (6% DECREASE)

NSCAS Math Subgroups (all with un-embargoed data)			
Group	Subject	2017-2018	2018-2019
ALL	Math	48%	51%
Male	Math	67%	65%
Female	Math	35%	29%
SPED*	Math	--	%
F/R	Math	50%	33%

*SPED data does not include Alternately Assessment students

Review SPED & F/R Learning GAPS data on these links:

[LN NSCAS SPED Data](#); [LN NSCAS F-R Data](#)

Year	SC 3-5 SPED GAP	SC 3-5 F/R GAP	
2013-2014	48.42%		
2014-2015	16.16%		
2015-2016	15.83%		GAP b/n F/R & SPED
2016-2017 ELA	31.51%	23.43%	8.08%
2017-2018 ELA	16.03%	31.88%	-15.85%

2018-2019 ELA	42.16%	11.52%	30.64%
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Comments:

The 16-17 NSCAS assessment raised minimum benchmarks to 55-65 percentile; this results in fewer students overall meeting the benchmark and even fewer SPED students.

**5 to 8 SPED students in grades 3-5 annually; the number has steadily increased each year, but is still NOT LARGE ENOUGH TO DRAW CONCLUSIONS.

F/R students in grades 3-5 have fluctuated between 16-17 to 18-19 (22 > 32 > 20 students) yet the school/district overall percent of F/R students continues to rise and is currently approximately 50 percent. The F/R numbers are high enough in this grade band to discern trend data.

The low number of overall SPED students in this grade band makes comparisons between SPED and F/R gaps difficult. At the district and state levels it is typical to see larger gaps in SPED than in F/R.

NWEA-MAP TESTING RESULTS

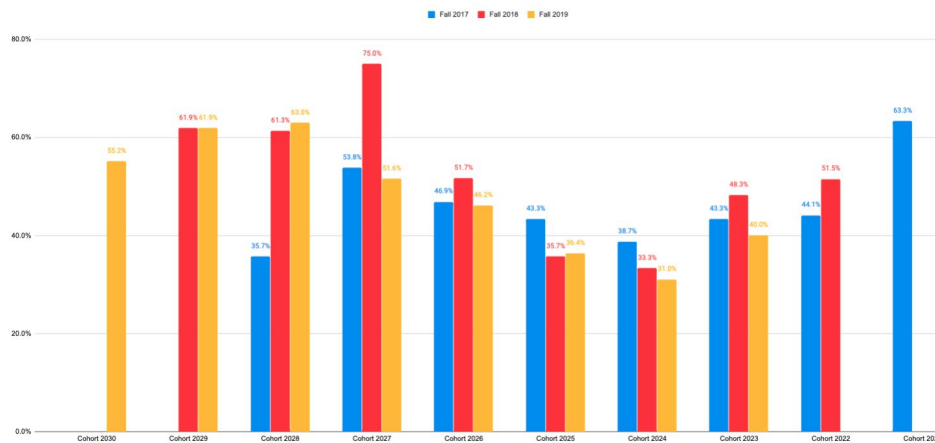
Grades 2-5 take MAP-Reading, Math and Language Usage in Fall & Winter

Grades 3-5 take MAP-Science (started later)

[MAP Cohort Data LN](#) - data being added

[District, LN, SC MAP Grade Quartiles, RITs Graphed](#)

Percent of Students Meeting 60th Percentile - Language Usage MAP Test



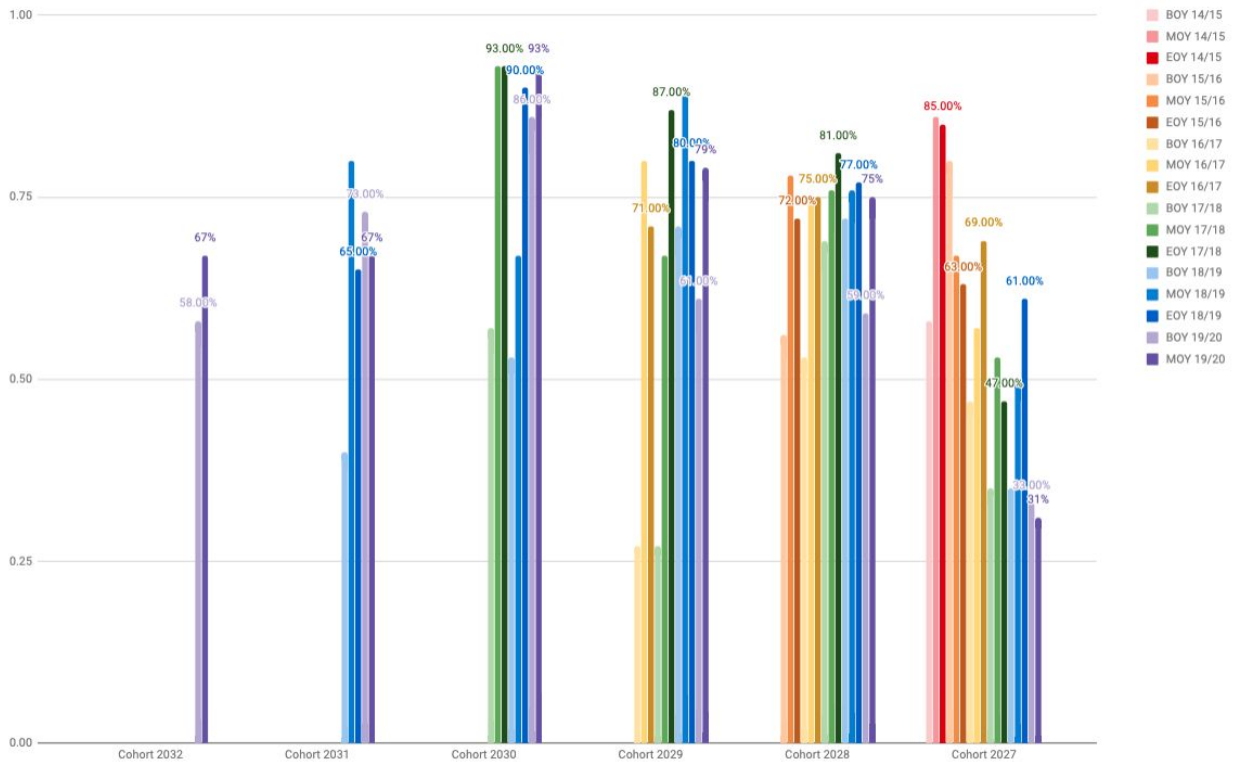
Comments: Grades 2-5 cohorts clearly have a larger percentage of students achieving 60 percentile or higher than Grades 6-8 (district-level data b/c school data is still being graphed) on the Lang. chart (other content areas are similar). The team discussed program changes implemented in recent years that have impacted achievement: change in reading, language, and spelling programs; change in math program; systematic training on programs for teachers and paras; added instructional coaching; added regular MTSS meetings to regularly review data and support teachers.

Acadience Reading (DIBELS Next) TESTING RESULTS

DIBELS Next Grades K-5 data: Google: District Data > District DIBELS Data > [DIBELS BOY-EOY Benchmark comparison data](#)

[LN Cohort Chart](#) - below also
[Grade Level Chart](#)

Lawrence–Nelson K-5 Cohort DIBELS Next BOY-MOY-EOY Growth Comparison



Comments:

Cohort 2027 - increase in BOY to BOY BM: K to ; Steady, 3 to 4; decrease in BOY data: 1 to 2, 2 to 3, 4 to 5.

Programs: K-3 Treasures 2011, 3rd grade RM; 4th & 5th graders received RM with a shortened time during the 1st year implementation.

Cohort 2028 - increase in BOY to BOY BM: 1 to 2, 2 to 3,; decrease: K to 1 (Treasures), 3 to 4

Cohort 2029 - increase in BOY to BOY BM K & 1 27% > 2nd 71% > 61% - increased after 1 and stayed high!

Cohort 2030 - K to 1 57% to 53%, 2nd 86%!

Cohort 2031 - K 40% BOY to 1st 73% BOY!; there are a few students in this class needing lots of support!

Cohort 2032 - 67% met MOY 2019-20; this class needs lots of support!

**Grades 1, 2, and 3 will need lots of support in 20-21 with COVID at this stage of learning to read!

The LN MTSS Team tried to meet 2-3 times per month on Wednesday mornings from 7:45-8:15 to monitor data, coordinate instructional coaching, and support staff questions. Grade Level meetings with teachers are scheduled monthly. DIBELS Next data is used to screen and progress monitor Tier 2 & 3 students. In-program data is reviewed for all students, including those receiving Tier 3 intervention, to make sure mastery is achieved.

Acadience Math Benchmark RESULTS

2010-11 McGraw Hill curriculum

2011-12 started K-6 Pearson Envision Math curriculum

2017-18 Started K-7 HMH Go Math!

2019-2020 Acadience Math Benchmarking added in K-2

[Acadience Math reports](#)

Effectiveness of Instruction Report Comments:

Grade K BOY to MOY: 3/8 remained at core; Strategic - 2 stayed, 1 moved up to Core, 1 fell to Intense. **This class needs lots of support!**

Grade 1 BOY to MOY: 3/3 remained at core; Strategic - 1 stayed; Intense - 1 improved to Core, 3 improved to Strategic, 2 remained intense.

Grade 2 BOY to MOY: 12/13 remained at core, 1 fell to Strategic; Strategic - 1 stayed; no Intense!

[Self-Review](#) Notes: review scores for each indicator using the 2019-2020 [self-review rubric](#)

- 1.1 Data is constantly being updated and reviewed by the district.
- 1.2 Parent office feedback forms added in 19-20; CIP parent surveys last done in 17-18, planning to do again in 19-20 or 20-21 (COVID 19 will determine). Review Title 1 Parent Survey data.
- 1.3 CIP goal is to improve ELA performance district-wide.
- 2.1 Walk to read supports all students. HAL students do not have a separate pull out support. It is difficult to find time for personnel to work with students 1:1 or a small cohesive group that needs intense intervention.
- 3.1 We plan to improve introductory and annual paraprofessional training by asking all paras to participate in ESU 9's new para training each August.
- 4.1 Weekly data meetings help us quickly identify students falling behind so coaches can quickly intervene. Fidelity data collection was added in 19-20 as planned and next steps are to systematically use it to drive PD.
- 5.1-3 Family Fun Nights (added in 17-18) include a Title 1 meeting is held during one annually to collect input and review docs needed. We continue to adjust the times of these events to increase family participation.
- 6.1 The pre-school is in the elementary building to add to the already existing pre-school transition activities. Preschool transition meets 3 or more activities for a 3; does K-5 transfer in student activities do the same?
- 6.2 Need 3 or more activities for 5th grade transition to 6th grade.
- 7.1 3 points = The schoolwide plan describes three or more opportunities to increase the amount and quality of learning time within or beyond the instructional day.
 1. Do Fidelity checks include starting/ending instruction on time?

2. Schedule maximized learning time and para support for K-2 reading, math.
 3. Fidelity checks do include engagement % which is monitored for quality learning.
- 8.1 We coordinate and integrate federal, state and local funds well!