

Abstract
Longfellow Elementary School
September 2023
Schoolwide Plan Review

Longfellow Elementary K-5 School is a designated Schoolwide Title Program during the 2018-2019 school term. The original plan was developed for the 2015-2016 school year. The Schoolwide improvement program was developed by parents, community members, and staff with technical assistance from the Nebraska Department of Education and Scottsbluff Public Schools District Central Administration. Prior to program implementation, the staff of Longfellow was involved in a year long process of planning. A mission statement was developed to give direction to the program and to be supportive of the school district's mission statement. A schoolwide steering committee, including teachers, paraprofessionals, students, parents, community members, and administration, was formed utilizing members of the school improvement team. Data relating to student achievement was disaggregated and specific goals and programming were identified to support student improvement. The process has continued throughout this year of implementation.

Longfellow Elementary consists of 369 students, 32 certified staff, and 15 classified staff. The student body is made up of predominantly Caucasian and Hispanic students.

The schoolwide plan and project are integrated into the framework for the Longfellow School Improvement Plan which supports the AdvancEd Accreditation process. Every year, the School Improvement Plan is updated based upon a review by the building staff of current data and research pertinent to the improvement of achievement. The district goals for the continuous school improvement model are integrated into the schoolwide plan. Therefore, one plan identifies the needs of the children served and instructional strategies which are incorporated to support district goals.

The Longfellow Schoolwide Title Plan has been reviewed and updated by staff, discussed with our parents, and reviewed at our annual Title Meeting in September 2022. Our staff voted formally to support the plan with 100% participation.

Our four district targets are:

- 1) All students will improve their reading fluency and comprehension skills, problem solving skills, understanding of math concepts, and attain proficient levels according to state standards.
- 2) All students will feel safe and valued by peers and adults.
- 3) All students will be provided equal opportunities for learning.
- 4) All students will have a strong support system between home, community, and school.

We will report on all four of the goals.

The strength of Longfellow's Schoolwide Program will be the result of the efforts of our staff to provide a program which encompasses the needs of the children served by this attendance center. Our staff is dedicated to providing the best opportunities which address the educational, emotional, and social needs of our children and families.

Lukas Benzol, Principal
Staff of Longfellow Elementary

PLAN PREPARATION (Updated March 2023)

A.

- ❖ The original schoolwide plan was developed in 2015-2016 by the building administrator, staff, parents, and central office administration with assistance from the Nebraska Department of Education. In 2015-2016 and 2016-2017 teachers, paraprofessionals, students, parents, administration, community members, and central office administration assisted in further development/implementation/and review of the current schoolwide plan.
- ❖ In 2016-2017, a needs assessment/school climate survey was conducted for students and parents.
- ❖ A review of student achievement which included disaggregating of the data by sub-groups was completed.
- ❖ Program design supports initiatives to meet the needs of students and parents.
- ❖ Plan was voted upon with 100% support demonstrated by certified staff and approval of Scottsbluff School Board. The school plan is updated yearly by the staff.
- ❖ The Longfellow Parent organization has participated in this year's review.
- ❖ The plan resulted in the consolidation of resources. Title I, Scottsbluff Schools District Budget, IDEA, Federal Lunch Program.
- ❖ Interpreters are available at the school site to assist with conferences, parent meetings, and to meet as needed with individual parents.
- ❖ An abstract is provided in this report which is an overview of the history of the program and school goals.

B. Requirement: Participants involved in developing the plan

Evidence: Core schoolwide planning team

- ❖ The schoolwide plan is developed, reviewed and updated yearly by the building leadership teams and school staff. The leadership teams include: MTSS team leaders, Title I and grade level team leaders. School staff includes every other teacher and paraprofessional. Technical support is provided through district administration. The Longfellow PTO Executive Committee serves as an advisory group. The Longfellow Schoolwide Plan is reviewed by the Scottsbluff Board of Education as part of the school district continual school improvement plan for AdvancEd Accreditation.

C. Requirement Staff involvement in developing/amending the schoolwide plan.

Evidence: Staff support for the schoolwide plan.

- ❖ 100% of all certified staff voted to support the plan. The plan is developed by the building leadership team, amended by staff, and a formal vote is conducted yearly.
- ❖ Ideas and suggestions for amending the plan include participation by the Longfellow PTO Executive committee and Longfellow staff.

COMPONENTS OF A SCHOOLWIDE PROGRAM

1. Requirement: Comprehension Needs Assessment

Evidence: the needs assessment included student and teacher data, parent and community needs, existing improvements, efforts, and activities.

1.1

- ❖ Student assessment data includes: NSCAS Reading, NSCAS Math, NSCAS Science, ELA Writing, teacher designed assessments, InView, NWEA MAPS Assessments, District Common Assessments, Bridges Assessments, Wit and Wisdom Assessments, and running records of reading progress.
- ❖ Guidelines for AYP reporting for the Nebraska State Report Card are followed.
- ❖ Drop-out and mobility data are collected, reviewed and monitored at building and district level.
- ❖ All assessments (NRT/CRT) are reviewed by the staff and utilized in the decision-making process for best instructional practices as part of the five year cycle plan.

1.2

- ❖ IDEA Proficiency Assessment is utilized to identify ELL students in the district.
- ❖ ELDA is utilized within our school to evaluate language proficiency levels.
- ❖ Data retreats are held to review assessments, identify strengths/weaknesses, and to determine areas for improvement.
- ❖ Instructional decisions and strategies have been identified through research of best practices for improving achievement.
- ❖ Intervention strategies address the needs of children of poverty, Hispanic, ELL, Native American, HAL, and special education populations. Multi-Tiered Systems of Supports (MTSS) teams meet-once per month with teachers and parents to review current data and intervention strategies. Grade level teams meet weekly to review goals and determine whether new interventions are needed. Teachers and students then review goals and continue on or change the goal based on achievement of the goal.
- ❖ A Balanced Reading Philosophy serves as the foundation for guided reading groups. Students are grouped based upon instructional needs.
- ❖ The building administration facilitates grade level PLC's to address classroom and instructional needs.

1.3

- ❖ Administrator is endorsed in Elementary Administration with 10 years of classroom experience, and five years of administrative experience.
- ❖ One hundred percent of staff is certified as elementary teachers with an average of 8 years of experience.
- ❖ Thirty-six percent of staff hold a Master's Degree.
- ❖ Advance degree work supports: technology, literacy, early childhood, social work, guidance and counseling, assessment leadership, gifted education, administration, mathematics, reading,

and English as a Second Language, Special Education, Curriculum and Instruction, Red Cross Certification, CPR Certification, Physical Education, Urban Studies, Art, Drug and Alcohol Counseling, Library Science, Reading Recovery, and AED Certification.

- ❖ All certified staff participate in building level inservice and training.

- ❖ District has initiated a variety of workshops and training to support the School Improvement Plans at the district and building level: Grade Level Learning Guides, Wit and Wisdom, Bridges Math, Science Fusion, Positive Behavior Supports, MTSS training, and NWEA MAPS assessment, Really Great Reading, Ready Reading, Ready Math.
- ❖ Paraprofessionals participate in Staff Development when appropriate and have completed coursework relevant to their positions. Trainings for paraprofessionals are provided monthly through ESU 13. Para-on-Line coursework and Project Para have been completed by support staff to meet guidelines of NCLB.

1.4

- ❖ Surveys were developed as part of the schoolwide program.
- ❖ Staff, students, and parents were surveyed in the fall of 2016- 2017.
- ❖ Surveys are given each year during the fall parent/teacher conferences.

1.5

- ❖ The School Improvement Plan addresses efforts, strategies, resources, and interventions.
- ❖ Staff works collaboratively to plan strategies, utilize resources, and initiate interventions to improve achievement in Professional Learning Communities and through the MTSS process.
- ❖ Instructional Team Meetings are held twice a month to review student data, discuss strategies of instruction, and provide supplemental instructional support and resources.
- ❖ Monthly PLCs are held with Content Area Specialists and Building Administrators.

2. Requirement: Schoolwide reform strategies

Evidence: Scientifically based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards and address how the school will determine if such needs have been met.

2.1

- ❖ Staff reviews Nebraska State Report Card, which includes demographics and mobility to identify areas for improvement.
- ❖ Students are profiled on a student data forms which are updated and reviewed. These data forms identify strengths/weaknesses for the individual.

2.2

- ❖ Planned schoolwide strategies have been initiated based upon a building study of research pertinent to effective teaching and instructional programming to improve achievement. Strategies include, but are not limited to: daily small groups meet with teacher, direct instruction, High Frequency Word Lists, Echo Reading, Literacy Based Technology Resources, Book Reviews, Literature Circles, Journaling, Read Naturally, Questioning Blocks, QAR (Question, Answer, and Response), Shared Reading, Oral Reading, Socratic Seminar, Read-to-Self, Read-to-Others, Choral Reading, Math Manipulatives, and Hands-on Science. These strategies are reviewed with the MTSS team. Teachers communicate to parents also. Students share their progress and understanding of their strategies at spring Student-Included Conferences each year.
- ❖ Target time based on the Arizona has been implemented four days per week. This provides intervention to support students working at grade level who need additional practice and/or reinforcement, students working below grade level who need additional intervention, and students working above grade level needing application of skills.

- ❖ Staff has aligned Nebraska Learning standards with curriculum as part of staff development activities. Standards are attached to all district learning guides.
- ❖ Learning Guides, based on Nebraska State Standards, have been developed and implemented in all grade levels in the content areas of Math, Science, and Language Arts.
- ❖ Budgetary purchases support the curriculum and standards. Teachers justify the purchasing of materials based upon instructional needs.
- ❖ Additional support for students at all levels of proficiency include: school counselor, small group tutoring by staff for grades K-5, Title I support, Foster Grandparents, Community Volunteers, District Home Liaison for Hispanic and Native students, Special Education Support, and ability grouping.
- ❖ Extended learning opportunities for students 3-5 in the areas of High Ability learning, After School Program, and Boys Club.
- ❖ Building HALs Coordinator
- ❖ A variety of strategies have been initiated over the years to support educational, emotional, and social needs of students.
- ❖ Parent education programs have been utilized by the school counselor.
- ❖ Parent involvement activities are designed to support school/parent/child/teacher participation.
- ❖ Cat Packs

3. Requirement: Instruction by highly qualified teachers.

Evidence: The plan describes efforts to retain highly qualified staff to better meet the individual needs of all children.

3.1

- ❖ District recruits highly qualified applicants for positions.
- ❖ Present staff is utilized in the selection process for teaching and paraprofessional positions.
- ❖ Administrator screens and hires applicants based upon interviewing process which addresses skills of the applicants in relationship to the needs of children served.

3.2

- ❖ All paraprofessionals meet the standards of NCLB. Paraprofessionals have been trained utilizing Para-on-Line and Project Para. In addition, the support staff participates in district and building staff development activities when appropriate.

4. Requirement: Strategies to attract highly qualified teachers

Evidence: The Plan describes efforts to recruit highly qualified staff to better meet the individual needs of all students.

4.1

- ❖ New staff are offered the same opportunities for coursework and in-service during the summer prior to assuming a position.
- ❖ Building staff are assigned as mentors for new teachers at grade level.
- ❖ New staff receives additional support by the building administrators, District/Building Mentor, and Content Area Specialists.

5. Requirement: High quality and on-going professional development

Evidence: Ongoing professional development plan that supports administration, teachers, and paraprofessionals to serve children and their needs.

5.1

- ❖ ESU#13 collaborates with district to coordinate staff development opportunities which support school improvement goals.
- ❖ ESU#13 conducts surveys of building staff to identify teacher needs.
- ❖ District Instructional Coaches facilitate discussion to determine building needs to support teacher skills in the areas of literacy and mathematics.

- ❖ District supports on-going training opportunities; Topics include: Mondo Reading, Lucy Calkins Writer's Workshop, Science Fusion, Bridges Math, Foundations, Wit and Wisdom ELA, Positive Behavior Supports, Standards-Based Reporting, Interactive Whiteboard Training, MTSS, monthly meetings to review Learning Guides, and content area interventions.
- ❖ Bridges math training was provided to all k-5 teachers at the district level.
- ❖ Grade Level Meetings with Content Area Specialists to revise Learning Guides and provide support for state standards and assessments.
- ❖ Central Administration has approved a format for Professional Leave for staff to attend workshops, conferences, and coursework to support school improvement plans.

6. Requirement: Strategies to increase parental involvement.

Evidence: Parent/community involvement, compact development and implementation, parent policy and other required activities to involve parents.

6.1

- ❖ The Longfellow Executive PTO Committee consists of parents, teachers, and the building administrator.
- ❖ Schoolwide planning utilized parent and community members to amend the plan.
- ❖ Students, parents, and teachers sign a family/school compact to ensure that all parties are on the same page when addressing academic and behavior needs.
- ❖ Parent group was enlisted and met three times a year to discuss the school's mission/vision statement.

6.2

- ❖ Parent Title I Compact was reviewed. Recommendations for changes and additions to the compact, by parents and staff, have been included.
- ❖ Teachers review and sign the compact with students and parents in the fall.
- ❖ 100% review and signing of the compact is completed during fall conferences.

6.3

- ❖ Parent Title I Policy was updated.
- ❖ Parent Title I Policy was discussed with parents during the annual parent meeting and copies made available.
- ❖ Copies of the Parent Title I Policy are distributed to the parents in the school handbook.
- ❖ Classroom Newsletters, family math night, family reading night, Read Across America, Kindergarten Orientation, Back to School night, Grade Level Parent Meetings, and Parent/Teacher conferences are provided throughout the year giving parents an opportunity to be involved in their child's success.
- ❖ School wide Title I provides a wide variety of meetings and activities to support the school, children, parents, staff, and patrons.
- ❖ Target 4 of the School Improvement Plan and District Strategic Plan addresses parent involvement activities.

- ❖ Grade level teachers have submitted a plan of parent involvement activities.
- ❖ A sampling of activities at this school site include: Family Literacy Nights, PTO activities, Math Night, Musical Programs, Morning Meetings, Class Meetings, Sing Around Nebraska, Student Award Programs, High Ability Learners Program of Activities, Read Across America, American Education Week, Drug-Free School Activities, PTO Appreciation Day, Adopt a School Partnership Activities, and Boys' Club.
- ❖ Community members are invited to participate in activities: Thanksgiving Dinner Servers, Readers for Dr. Seuss's Birthday, Adopt-A-School Partner, Websites, Monthly Newsletters, and student work displayed at the Community Art Center.
- ❖ Students have take-home folders for communication of student work and activities.
- ❖ Parent Teacher Conferences are held twice a year. Interpreters are available.
- ❖ Volunteers are recognized for service to the school.
- ❖ Friends of Education present an award each year to an outstanding volunteer.
- ❖ Longfellow parents are represented on the Longfellow Parent Committees.

7. Requirement: Transition plan

Evidence: The school assists and supports children and students from one education experience to another through activities that are planned, implemented, and assessed.

7.1

- ❖ Longfellow Schoolwide Plan supports transition activities for preschool to kindergarten students, new students, students transitioning from grade five to middle school, and special education students.
- ❖ All activities include a parent/teacher/child/administrator component.
- ❖ Kindergarten families are invited for Kindergarten Orientation.
- ❖ District Liaison, school counselors, teachers, special services, and building administrators are included in transition activities with input and suggestions from parents.

7.2

- ❖ Participation is excellent, and parents/children have stated that these transitional activities are beneficial. Staff evaluates transition activities, attendance, and incorporates suggestions from parents.
- ❖ Family visits for new students
- ❖ Staggered start days for kindergarteners
- ❖ Students are provided an opportunity to transition between grade levels (Up Day)
- ❖ Sixth Grade orientation is provided to help transition 5th grade students

7.3

- ❖ Family Transition is part of the Back to School Meet and Greet Night.
- ❖ The transition plan incorporates information in English/Spanish. Interpreters are available as needed.
- ❖ School counselor, Homeless Liaison, and family liaisons (Spanish/Native American) assist families.
- ❖ Cat Packs

8. Requirement: Teacher participation in assessment decisions.

Evidence: The role and activities of teachers, administrators, and parents in the decision regarding the use of academic assessments in order to provide information on and to improve the achievement of individual students and the overall instructional program is described.

8.1

- ❖ Scottsbluff School District and ESU#13 correlate opportunities to participate in assessment design for teachers, administrators.
- ❖ ESU #13 is a component for support of staff development activities for teachers and administrators pertinent to the administration and interpretation of assessments.
- ❖ The Content Area Specialists and Director of Curriculum serve to drive assessment and reporting analysis by reporting to school staff monthly.
- ❖ The Director of Curriculum and Content Area Specialists meet monthly throughout the year with grade level teams to review and analyze instructional practices, assessment development, standards-based reporting and technology.
- ❖ Teams of teachers and the building administrator meet throughout the year to communicate school improvement strategies and achievement.
- ❖ Teachers develop common assessment practices for Reading, Mathematics, Science, and Standards-Based Reporting.
- ❖ MTSS

9. Requirement: Strategies to address areas of need

Evidence: Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

9.1

- ❖ Early Intervention programming is supported through the school plan.
- ❖ All day Kindergarten programming provides equitable opportunities to learn for all children.
- ❖ Targeted Interventions for reading and math interventions for grade K-5.
- ❖ A Balanced Literacy Philosophy supports guided reading groups (K-5) to meet individual needs.
- ❖ The Positive Behavior Supports Model was implemented for the discipline model as a district-wide effort.
- ❖ A Multi-Tiered Systems of Support (MTSS) meets once per month to address academic/social/emotional needs of children. Individual interventions are implemented and assessed frequently.
- ❖ Weekly MTSS review is done at grade level meetings
- ❖ Building MTSS Team and teachers meet once a month for building decisions and referrals
- ❖ HAL Coordinator coordinates enrichment groups.
- ❖ Special Education and Speech Services are available.
- ❖ A district wellness coordinator assists through special programs to promote healthy lifestyles.
- ❖ School nurses assist through special programs to promote healthy lifestyles and meets with parents concerning specific student health issues which are impacting learning.
- ❖ A School Counselor works individually with students, parents, and with small groups.
- ❖ A School Psychologist identifies children for special services and is trained in behavioral intervention/strategies.
- ❖ Preschool programming for district children, including Longfellow, is held at a district level location.
- ❖ Staff participates in workshops and grade level meetings to assist with planning differentiated lessons to meet learning needs of all children in the classroom.
- ❖ Tutoring is provided for low achieving students in grades K-5.

9.2

- ❖ Longfellow has implemented an extended, uninterrupted Language Arts block of time for reading instruction in grades K-5 as recommended through a review of “Best Practices for Raising Achievement.” All classes have a 90-120 minute block of time for language arts instruction.
- ❖ Longfellow has implemented an uninterrupted Math block of time of 60-90 minutes to meet the instructional needs of all students.
- ❖ Target Time interventions are implemented in Reading and Math at all grade levels minimally four times per week using the Arizona model of instruction.
- ❖ Small group tutoring in Grades K-5 is provided for remediation in the areas of reading and math to meet standards.

10. Requirement: Coordination and integration of Federal, State and local services.

Evidence: Federal, State, and local funding sources are used to support and implement the plan. Resources include: programs, materials, human resources, time, and community members which are used to meet the need of staff and students.

10.1

- ❖ A complete listing of expenditures and funding resources is available for review at the district administration office. Title I resources at Longfellow are directed towards additional staffing for reading intervention, materials/supplies, parent involvement activities, and staff development.
- ❖ The above allocations are above the school district level of budgetary commitment to Longfellow Elementary.

10.2

- ❖ Multiple resources and programs are utilized in the school plan to support high academic achievement. Examples of the multiple resources at this school site could include:
 - Homeless Grant provides a coordinator for services and programming needs.
 - Cat Packs
 - Carl Perkins Technology grant addresses technology needs.
 - Title I provides 1 certified teacher and 1 paraprofessional for the reading intervention program.
 - Scottsbluff School District provides continuous on-going staff development programming for all staff.
 - Foster Grandparent program provides 1 grandparent for our primary program.
 - Title I Schoolwide provides support for parent education programs and activities.
 - Special education funding supports a full-time school social worker/paraprofessional, 2 special education teachers and 2 paraprofessionals.
 - Teletherapy is implemented for speech and language services. A paraprofessional is funded through Special Education services for speech and language support.
 - Occupational and physical therapy services are provided by the district.
 - The High Ability Learners program is funded through the district.
 - ESL services/monitor and support

10.3

- ❖ A variety of partnerships exist to support the schoolwide plan with the integration of Federal, State, and local services and programs. A sampling of partnerships and volunteers include: Headstart, Foster Grandparent Program, Educational Service Unit#13, Adopt a School Program of the Scottsbluff Chamber, community volunteers, City of Scottsbluff, Scottsbluff Public Schools After School Program, American Red Cross, Scottsbluff High School, and Chadron State College.

