

# 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:	Gothenburg Public Schools
County Dist. No.:	20
School Name:	Dudley Elementary
County District School Number:	2
School Grade span:	K-6
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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Angie Richeson
School Principal Email Address:	angie.richeson@gosweddes.org
School Mailing Address:	1322 Avenue I Gothenburg, NE 69138
School Phone Number:	308-537-3651
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Dr. Todd Rhodes
Superintendent Email Address:	todd.rhodes@gosweddes.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p><b><u>Names of Planning Team</u></b>  <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p>Nicole Rubenthaler          Angie Richeson          Teresa Schneider          Allison Jonas          Michelle Mroczek          Kristen Butterfield          Jacy Ostergard          Brian Bazata          Molly Koehn / Brittany Jesseph          Wendy Bartels / Jena Rahjes          Mary Meisinger / Becky Costello          Barb Hicken</p>	<p><b><u>Titles of those on Planning Team</u></b></p> <p><b><u>Parent Administrator</u></b>          Special Education Director / Asst. Principal          Director of Teaching and Learning          MTSS Coordinator          MTSS Interventionist          School Psychologist          Special Education Teacher          Kindergarten / 1st Grade          2nd Grade / 3rd Grade          4th Grade / 5th Grade          6th Grade</p>
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<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 435	Average Class Size: 19	Number of Certified Instruction Staff: 38
Race and Ethnicity Percentages		
White: 91 %	Hispanic: 5 %	Asian: 1 %
Black/African American: 2 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 38 %	English Learner: 0 %	Mobility: 1 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	
<b>DIBELS</b>	
<b>MAP</b>	
<b>Criterion Referenced Tests (CRT) - Content Area Assessments</b>	

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

*Place documentation in corresponding folder on flash drive to support the narrative.*

**1. Comprehensive Needs Assessment**

<b>1.1</b>	<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 instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Data analysis is a vital part of improving instruction for Dudley Elementary students as we seek to implement best practices in student, family, and community engagement to enhance educational experiences and opportunities. Data is used to evaluate the progress of all students.</p> <p>DIBELS benchmark tests are administered three times per year to all students in kindergarten through sixth grade. For those students identified as "at-risk", intervention groups are established and scientifically research-based interventions are implemented. DIBELS screener data, DIBELS Instructional Grouping report, and DIBELS progress monitoring data are used for placement of students into intervention groups. Placement tests for Early Interventions in Reading and Corrective Reading are also used to determine individual starting points in interventions. Group size ranges from one student to a maximum of seven students.</p> <p>All students in grades K-6 are progress monitored a minimum of once per month. Students who are identified as "strategic" are progress monitored a minimum of bi-weekly. Students who are identified as "intensive" are progress monitored a minimum of once per week. Classroom teachers administer the progress monitoring, and then record data on the DIBELS data system. This is reviewed after each benchmark assessment (Fall, Winter, Spring), or on an individual basis as per teacher request. The MTSS Coordinator and classroom teachers track student progress using the reports available in the DIBELS data system. Adjustments to instruction are considered after at least 7 data points have been collected.</p> <p>Instructional decisions in the area of math may include designated study time in math, manipulative and hands-on activities, small group practice for math fact fluency and problem solving, and/or Eureka Math criterion-referenced tests.</p> <p>Training opportunities have been provided for administration, teachers and staff to understand how to disaggregate data by subgroups and to utilize the data to facilitate the planning process. Time is given to teachers weekly to analyze and breakdown student results to adjust instruction to meet every student's needs. The goal of breaking down and analyzing data (DIBELS, NSCAS, MAP, CRT - Content Areas, etc.) is to improve instruction for our students and improve our assessment scores. This is a K-6 process that involves all teachers. It is important for all teachers to take ownership in improving student learning. By providing our staff the time to work with data, we take important steps in improving instruction for all students. Teachers meet in grade level bands to discuss most recent data and evaluate how that data can be utilized to impact instruction.</p> <p>Flexible grouping is also utilized in the elementary. Grade level teachers utilize MAP data (by content strand) to place students into groups where they are learning at their individualized level. These groups are fluid and change every time a new content standard is taught in order to routinely monitor and help make instructional decisions regarding individualized student learning.</p>	

<p>See Attached Folder Documentation:</p> <ul style="list-style-type: none"> <li>*Assessment Manual</li> <li>*Flexible Grouping - One Approach to Address Lagging Proficiency Scores</li> <li>*MAP Growth and Achievement</li> <li>*Program Evaluation Data - BOE</li> </ul>	
<b>1.2</b>	<p><i>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.</i></p> <p>The parent survey was completed at parent teacher conferences and also shared through school newsletters, email, social media and the school website. Time was also set aside for both staff and students to complete the survey. These processes allowed us to reach a high completion rate for students, certified staff and parents. The results were compiled and a team of teachers and administrators reviewed the data in order to create a strategic plan. The results were then shared with staff, the School Board, and parents. Based on survey results, we continually seek ways to increase program needs and content areas in order to increase our effectiveness of student learning in the elementary.</p> <p>See Attached Folder Documentation:</p> <ul style="list-style-type: none"> <li>*Perceptual Data - Spring 2019 (Summary of Data)</li> <li>*Perceptual Data - Spring 2019</li> </ul>
<b>1.3</b>	<p><i>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.</i></p> <p>The Continuous School Improvement Data Goal is for students to improve their reaching comprehension and vocabulary skills across all content areas. Every student will have a regularly scheduled intervention (or extension) time identified by their reading level. DIBELS progress monitoring will be used to determine if the intervention is working. In addition to our new reading program (beginning in the 2020-2021 school year), we also have different levels of enrichment programs for the students at or above their reading level.</p> <p>See Attached Folder Documentation:</p> <ul style="list-style-type: none"> <li>*Fidelity Checks</li> <li>*Gothenburg Decision Rules for Tier 1 &amp; 2</li> <li>*Intervention Fidelity Indicators</li> <li>*Intervention Groups 19-20</li> </ul>

## 2. Schoolwide reform strategies

<b>2.1</b>	<p><i>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.</i></p> <p>Our Multi-Tiered Systems of Support (MTSS) team focuses on decision rules regarding interventions, students specific data problem solving, and processes for evaluating student data. This team is composed of one teacher from each grade level K-6, the MTSS coordinator, the MTSS Interventionist, a Special Education teacher, the building administrator, and the Director of Teaching and Learning. This team reviews decision rules, discusses student-specific data, and relays information to their grade-level teams. Teachers are then able to utilize data to ensure students are in the correct intervention group.</p>
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Dudley Elementary also implements an Individual Student Problem Solving (ISPS) process where a systematic problem solving team meets to discuss individual student needs when academics, behavior or speech is a concern. The team is composed of a leader (MTSS Coordinator) who is responsible for scheduling, facilitation of the meetings, and paperwork. In addition, three to six classroom teachers serve on this team to assist with problem solving strategies and interventions. Teams are developed by the MTSS Coordinator on a student-by-student basis. The team meets to discuss individual student data, offer ideas for accommodations / interventions, and monitor student progress. After three to four weeks, the team will reconvene to assess the effectiveness of the intervention. If progress is not noted after several meetings, the child may be referred for an evaluation. This process ensures that we are utilizing all general education supports and services prior to assessing whether the child qualifies for special education. This helps to ensure that only those children with a true disability end up being served by special education.

In addition, we have an after school study hall program to support students who may need some additional one-on-one time with a certificated teacher.

To address the social-emotional needs of all students at Dudley Elementary, we have three School Counselors in the elementary. One School Counselor serves the needs of Preschool and Kindergartners, another School Counselor serves the needs of our 1st through 3rd graders and a third School Counselor serves 4th through 8th graders. If a child is having difficulties in any area (academic, behavior, emotional or social), they are directed to the School Counselors or the School Psychologist.

TeamMates Mentoring Program is also implemented in Dudley Elementary. The program matches adult volunteers from the community with targeted students who are low-achieving or at-risk. Approximately 5 students in the elementary are matched up with a mentor. The program continues into junior high and high school.

See Attached Folder Documentation:

- \*Current ISPS By the Numbers
- \*GPS Problem Solving Process
- \*Individual Student Problem Solving Worksheet
- \*Meet Your School Counselor - Presentation to Stakeholders
- \*MTSS Problem Solving Forms
- \*TeamMates - Gothenburg Public Schools

### 3. Qualifications of instructional paraprofessionals

<b>3.1</b>	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>All paraprofessionals at Dudley Elementary have met the ESEA qualifications by successfully completing either the ParaPro examination or have an associate degree (or higher) from an accredited institution of higher education or at least two years of college study at an accredited institution of higher education. All staff (certificated and non-certificated) at Dudley Elementary have various opportunities for professional development and paraprofessionals are included in all professional development at Gothenburg Public Schools relating to instructional programs they actively participate in. They also receive MANDT training annually.</p> <p>See Attached Folder for Documentation: (No Documentation Enclosed - All Documentation on Paraprofessionals Kept on File in the Business Office)</p>	

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#### 4. High quality and ongoing professional development

<b>4.1</b>	<p><i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i></p>
<p>Gothenburg Public Schools participates in high quality professional development that focuses on proven and effective strategies relating to student performance on the assessment of content standards.</p> <p>All staff attend Marzano Instructional Strategy training and have been educated on these highly effective strategies to enhance instruction in all content areas. The school improvement goal is reading comprehension and vocabulary and professional development has been implemented with this goal in mind.</p> <p>All Dudley Elementary staff are trained on the translation of research proven strategies into classroom practice, differentiation, and scientifically based research strategies to reach each of the multiple intelligences. These strategies were shown to be effective in improving student performance on reading, writing, science, social studies and math standards.</p> <p>DIBELS training is provided for all staff. Research based interventions programs have also been incorporated and all training needed has been provided. Professional development is designed to specifically address the identified needs of Dudley Elementary. Some of these needs are identified through student performance data such as results on Nebraska State Standard Assessments, MAP reading and math tests, standards based grading, DIBELS results, and other classroom formative and summative assessments. Other needs are decided through teacher and parent input. A Teacher Leadership team with one teacher from each grade level meets with the principal weekly at Faculty Advisory Meetings to discuss school, academic, and curriculum issues.</p> <p>Current, ongoing professional development is in place to meet the targeted needs of all students and teachers through identified strategies. Teachers at all grade levels have a common planning time. This time allows teachers to meet with each other, as well as counselors, the technology integration specialist, and principal to discuss student issues and develop interventions to assist students. Once a week the grade level teams fill out a Team Meeting Template that is shared with the leadership team for that grade level so everyone has continual collaboration for and about students.</p> <p>All first year teachers take part in a Swede Orientation and also a mentor program. First year teachers attend a "Boot Camp" at ESU 10 in Kearney for four days total (two in August, one in October and one in January) which focuses on classroom management, technology integration, diversified instruction, and instructional methodology. All new staff attend an orientation day where they learn about the school's operating procedures and processes in depth to ensure all staff start off on a positive note. In addition, inservice days include a day where new teachers and their mentors spend a day in the new teacher's classroom getting organized, etc. Days two, three and four focus on instructional methodology and day five is a day spent with the superintendent, Director of Teaching and Learning and the building principal(s) covering instructional expectations, school processes, and technology. First year teachers are coached by our Director of Teaching and Learning throughout the year on a bi-weekly basis with a reflection session each month. Teachers new to the district (with previous experience) are coached by the Director of Teaching and Learning on a once to twice monthly basis with a monthly reflection session.</p>	

Back to School Inservice Day(s) are utilized to welcome all staff to a new school year. Important information regarding changes, expectations, technology updates, and operating procedures are covered.

Dudley Elementary also utilizes Learning Teams as part of our Professional Learning Community (PLC) model. When shifting our focus from teaching to learning, these learning teams are designed to engage in an ongoing, collaborative process of collective inquiry and action research to achieve better results for students. Every Wednesday, students are dismissed at 2:30 p.m. (an hour early) so that staff can meet for professional development. Staff are organized into teams based on their instructional needs and group discussion, activities are facilitated by teacher leaders, and engagement is expected by all teachers. During this time together, Learning Teams establish essential learnings, unpack standards, create common pre and post assessments and utilize data to guide instruction (student by student and standard by standard). With the focus on student learning, teachers effectively identify specific skills that students need further instruction on. With this information, teachers will be able to extend, reinforce, or re-teach Essential Learnings in a student-specific manner.

The Guiding Coalition (the Leadership Team of our PLC process) feels that teacher-led professional development is amount the most effective professional development they have experienced. Therefore, we have integrated a six week rotation to provide several opportunities for teachers to shine a spotlight on the great things they are doing in the classroom. Teacher leaders present on one of Marzano's nine most effective instructional strategies and provide ways to integrate technology as a part of that strategy. Teachers are then given time to develop and expand on their knowledge of the strategy and how they plan to implement that strategy into their own classroom.

See Attached Folder Documentation:

- \*2019-2020 PLC Calendar
- \*All Staff Staff Development 2019-2020
- \*New Teacher Mentor Program
- \*Swede Orientation Agenda - 2019-2020
- \*Team Meeting Template
- \*Weekly Learning Team Agendas (2017-2020)

## 5. Strategies to increase parental and family engagement

**5.1** *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.*

Parents and community members contribute to the planning and implementation of the schoolwide plan. Parents and community members, along with teachers, administrators, and paraprofessionals meet to collaboratively create the schoolwide plan.

The Schoolwide Title Committee meets to review the plan and make improvements / updates. A community-wide Stakeholder Committee provides a forum for the discussion of the Gothenburg education system, a mechanism for increasing education dialog throughout the community, and develop trust and knowledge between school and community. The goal is to get a cross-representation of the various district demographics in order to increase the validity of input and to expand communication channels. The topic of Schoolwide Title is an annual agenda item at the Stakeholder Committee meeting.

Each school year kicks off with a "Back to School Night" where all Dudley Elementary parents are invited into the building to meet their child's homeroom teacher for the upcoming year. Throughout the school year, there

are multiple ways for parents and families to be involved such as: the Reading Buddy Program, Field Trip Sponsors, Classroom Celebration Party Planners, TeamMates, Library Volunteers, etc.

Scheduled Parent Teacher Conferences and communication about student performance on academic testing provide multiple opportunities for parents to learn about student achievement, as well as concerns. Spring Parent Teacher Conferences is also the time of year that Dudley Elementary has their Annual Parent Meeting as it is a great time to capitalize on having parents already in the building.

Communication is a strength at Dudley Elementary and is achieved through bi-weekly newsletters (sent home in paper form, as well as posted on social media and the school's website), an automated calling system, classroom communication through such apps as Class Dojo, Remind, etc., and announcements on the school's website, social media (Facebook, Twitter and Instagram). Parent concerns can be communicated (and are welcomed) by administrators, teachers, and grade level teams.

The components of the parent compact are reviewed annually. Changes are made to better clarify the roles and responsibilities of all parties. This compact has been jointly developed to provide high-quality curriculum and instruction in a supportive and effective environment that meets the challenging state academic standards. The compact also addresses the importance of parent and family engagement, as well as communication between teachers and parents on an ongoing basis.

See Attached Folder Documentation:

\*School-Parent-Student Compact

**5.2**

*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.*

A Dudley Elementary Schoolwide Title Parent and Family Engagement Policy detailing schoolwide requirements have been developed with parent input. The policy is shared with parents and family members annually at the Spring Parent Teacher Conferences and it is also in the Student Handbook. Parents receive a packet of information at the beginning of the school year including the Student Handbook. Handbooks are approved by the Board of Education in July.

See Attached Folder Documentation:

\*Parent and Family Engagement Policy

**5.3**

*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. Provide supporting documentation in the corresponding folder.*

Dudley Elementary provides numerous opportunities for parent, family and community engagement in the development and implementation of the schoolwide plan. The schoolwide plan is an ongoing work in progress that is centered on student needs. These needs are identified through student performance and testing results.

Scheduled Parent Teacher Conferences and communication about student performance on academic testing provide multiple opportunities for parents to learn about student achievement, as well as teacher concerns. Parent Teacher Conferences is also the time of year that Dudley Elementary has their Annual Parent Meeting as it is a great time to capitalize on having parents already in the building.



The components of the compact are reviewed annually at the Parent Meeting. Changes are made to better clarify the roles and responsibilities of all parties. This compact has been jointly developed to provide high-quality curriculum and instruction in a supportive and effective environment that meets the challenging state academic standards. The compact also addresses the importance of parent and family engagement and communication between teachers and parents on an ongoing basis.

During the Parent Meeting, the building principal and MTSS team provides parents with a brief overview of our Schoolwide Title I program, as well as our Schoolwide Title I plan and supporting documentation.

See Attached Folder Documentation:

- \*Annual Parent Meeting Agenda 2018
- \*Annual Parent Meeting Invitation & Agenda 2020
- \*Parent Sign-In Sheet 2017
- \*Parent Sign-In Sheet 2018
- \*Parent Sign-In Sheet 2019
- \*Parent Sign-In Sheet 2020

## 6. Transition Plan

**6.1**

*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). Provide supporting documentation in the corresponding folder.*

Transitioning early childhood children into our Dudley Elementary kindergarten program is essential for student success. In the spring, we invite parents to the school for a presentation regarding kindergarten expectations, to answer questions concerning individual readiness for school and to officially register their child for kindergarten.

Every July, Kindergarten Jump Start is offered for all incoming kindergarten students. This is a three week, half-day program that teaches social skills, helps students become familiar with their environment and enables them to meet their peers in a less stressful way. Our attendance rate over the years has averaged 98% and at the start of the 2019-2020 school year, attendance was 100%.

In August, we invite all incoming kindergarteners to come for their very own V.I.K. (Very Important Kid) Night. This is usually held a few days prior to the all-school Back-to-School Night and gives the kindergarteners an opportunity to meet their teacher, explore their classroom and get acclimated to the school in a quiet and calm way. All families, of course, are welcome to come back for the all-school Back-to-School Night but V.I.K. Night is a very special way to greet the incoming students.

To address academic concerns and close the socio-economic gap in our community, Gothenburg Public Schools created a school-based preschool that targets at-risk students. Our preschool is part of the community-wide Gothenburg Early Child Learning Coalition to ensure a consistent scope and sequence across the community preschools, that aligns with our kindergarten expectations.

See Attached Folder Documentation:

- \*Gothenburg Early Childhood Learning Coalition (GECLC) Provider Brochure 2019
- \*Kindergarten Jump Start Brochure (2018-2019)
- \*Kindergarten Packet

<ul style="list-style-type: none"> <li>*Kindergarten Registration Night - Letter to Parents</li> <li>*Kindergarten Registration Night (2020-2021) Presentation</li> <li>*V.I.K. Night - Kindergarten (2019-2020) Presentation</li> <li>*V.I.K Night Invitation Letter (2019-2020)</li> </ul>	
<b>6.2</b>	<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). Provide supporting documentation in the corresponding folder.</i></p>
<p>Every spring, the 4th - 8th grade School Counselor holds an orientation for all 6th graders transitioning into 7th grade. During this orientation, she takes small groups into the Junior High to give them a tour and go over important information to prepare them for the transition. Students learn what can be expected, as well as what their Junior High schedule might look like. In 7th and 8th grade, students have exploration blocks of vocational and technical classes, along with career exploration workshops.</p> <p>Every August, Dudley Elementary (and Gothenburg Public Schools) holds a Back-to-School Night to give students, parents and community members and opportunity to visit the school, meet classroom teachers, staff and administration and also engage in a community-wide event. Businesses set up booths in the hallways, give away "freebies" and hold drawings for gift certificates and prizes. Student Council assists students with transitioning between grade levels, particularly 6th graders transitioning into 7th grade, by helping them walk through their class schedule and practicing opening their locks on their lockers. Presentations are given for parents, by the Junior High and High School administration, to inform them of procedures and changes for the upcoming school year. All parents are provided with a packet of information that includes the policies and procedures of Gothenburg Public Schools.</p> <p>See Attached Folder Documentation:</p> <ul style="list-style-type: none"> <li>*Back to School Night Advertisement</li> <li>*Gothenburg Public Schools 6th Grade Orientation &amp; 7th Grade Supplies</li> </ul>	

## 7. Strategies to address areas of need

<b>7.1</b>	<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. Provide supporting documentation in the corresponding folder.</i></p>
<p>The Director of Teaching and Learning, MTSS Coordinator and MTSS Interventionist meet with each grade level team to plan, organize, and develop instruction. Special consideration is given to special needs students' deficiencies toward essential standards. Collectively, decisions are made to best meet the needs of each of these students. These three individuals work with classroom teachers to meet the unique needs of struggling students and also frequently present research-based strategies to teachers and staff that can improve reading and math instruction.</p> <p>During daily, shared plan time, as well as weekly PLC time, teachers analyze data and consider student needs in order to establish lessons to best meet areas of concern. Student progress toward essential standards, unit objectives and grade equivalent content are evaluated. Plans to re-teach and to provide individual support are also established. Students failing to meet expectations, and not receiving special education services, are identified for additional support.</p>	

Uninterrupted reading, math and science blocks are scheduled for all grades. All students have an extension and intervention block everyday. This includes the high ability learners, as well as students on grade level, and below grade level in math and reading.

Our paraprofessionals assist with the implementation of reading and math strategies such as reading to students, assisting with progress monitoring, one-on-one interventions, choral reading, and leading small group instruction.

Extended learning time is granted based on the needs of students. Flexible study time (After School Study Hall) is set aside at the end of each school day. This is not detention but rather a time for students to get some extra help from a certificated teacher and/or catch up on late work. Student needs are considered when utilizing this after school study time.

A standards-based Jump Start Kindergarten program and Summer School (Camp Dudley) for kindergarten through 6th graders is offered every July. At-risk students from all sub groups are identified and strongly encouraged to attend. Summer School hours are Monday through Friday from 8:00 a.m. - 11:00 a.m. Certificated teachers are hired to work with students on math and reading skills. Programs are individualized to meet the needs of each student. The student-to-teacher ratio is typically seven to one. Any students can attend Summer School. Students identified "at-risk" are strongly encouraged to attend.

See Attached Folder Documentation:

\*After School Study Hall Note Home (2019-2020)

\*Summer School Letter (Camp Dudley)

## 8. Coordination & integration of Federal, State and local services & programs

**8.1**

*Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.*

Federal, state, and local funds are used to support the schoolwide plan and improve student achievement by purchasing software, books and intervention materials, as well as providing professional development training. These funds are also used to purchase manipulatives, language arts and math materials, and technology for the classroom.

See Attached Folder Documentation:

(No Documentation Enclosed - All Documentation on Funding is Kept on File in the Business Office)