

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:	Wauneta-Palisade Public Schools
County Dist. No.:	15-0536
School Name:	Wauneta Attendance Center Middle School
County District School Number:	004
School Grade span:	6-8
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:	Rod Gaston
School Principal Email Address:	rgaston@wpbrncos.net
School Mailing Address:	PO Box 368, Wauneta, NE 69045
School Phone Number:	308-394-5700
Additional Authorized Contact Person (Optional):	Joseph Frecks
Email of Additional Contact Person:	jfrecks@wpbrncos.net
Superintendent Name:	Randy Geier
Superintendent Email Address:	rgeier@wpbrncos.net
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

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Sam Sutherland Joseph Frecks Randy Geier Missy Blackman Missy Duvel Sheryl Einspahr Rod Gaston Betsy Johanson _____ _____ _____ _____	_____ <u>Parent Administrator</u> Superintendent Parent SPED Teacher 2nd grade teacher Middle School Principal/Teacher School Counselor _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 56	Average Class Size: 18.6	Number of Certified Instruction Staff: 4.28
Race and Ethnicity Percentages		
White: 85.7 %	Hispanic: 12.5 %	Asian: 0 %
Black/African American: %	American Indian/Alaskan Native: 1.7 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 69 %	English Learner: 1.7 %	Mobility: 7.5 %

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

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

1.1	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction. Provide supporting documentation in the corresponding folder.</i></p>
<p>Our PLC teams, which are split into Reading/ELA, Math, & Science specific teams, continuously analyze student achievement data. Data includes district writing assessments, NSCAS, and NWEA MAP. NWEA MAP data was disaggregated into the subgroups of gender and grade, and NSCAS data was disaggregated into gender, grade, race, and poverty. Through the PLC process teachers also evaluate classroom achievement data based on state standards. The district holds an annual data retreat to review this data and meets weekly with their PLC team's to review data and plan instruction. This data shows us which students and which sub groups failed to meet state standards, or which students/sub groups were in danger of not being able to meet state standards. We used these multiple data points to plan curriculum and assignments to assist the identified students and give more direct instruction to these students through activities such as 1 on 1 corrective reading strategies and weekly intervention time in the student's specific area of need.</p>	
1.2	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p>
<p>Perceptual data is collected annually through parent, student, and staff surveys. Data included community input about staff, academic standards, home-school communication, parent participation, safety, and technical support. The most recent surveys have been completed via google forms by students, staff, and community. The survey was advertised through the school website, and the school provided devices that were available during elementary field day, academic awards ceremony, and the athletic banquet for parents and community members to complete the survey. Annual Parent Title meetings are held in conjunction with a PTO meeting to review the school-wide Title plans and gather input from parents regarding the plan and parent expectations of the school for their children.</p> <p>***Note - The Annual Parent Title meeting in 2019-2020 was scheduled to be held at the April PTO meeting, but was cancelled due to Covid 19 Pandemic. This meeting will be held in conjunction with the first PTO meeting in the Fall of 2020.</p>	
1.3	<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 schoolwide plan is integrated with the Continuous Improvement Plan. Our current school improvement goal focuses on improving reading comprehension across the curriculum. Strategies to improve these areas include professional development targeted toward implementation of the plan and improving in this area. Multiple reading intervention strategies are included in the supporting documentation, such as Edgenuity, IXL, and scheduled weekly interventions for all students.</p>	

2. Schoolwide reform strategies

2.1	<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</i></p>
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	<i>corresponding folder.</i>
<p>SAT, MDT, IEP assessment data meetings are held as required to meet the needs of individual students. Teachers also meet in PLC teams to review classroom and NWEA MAP data to assess and plan instruction to meet the needs of all students. The assessment results are used to determine intervention strategies that meet the needs of students. Through regular classroom instruction and interventions, Title 1 interventions, and special education services both Tier 2 and Tier 3 intervention strategies are provided. Some examples of these interventions are corrective reading, IXL, Edgenuity (My Path) and weekly scheduled interventions with all students based on individual needs. Examples of these intervention tools include: 1:1 time with teach/paraprofessional and individualized digital intervention programs such as IXL, Zearn, and Edgenuity (My Path).</p>	

3. Qualifications of instructional paraprofessionals

3.1	<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 are highly qualified through college degrees, college credit hours, or by completing Project Para through the University of Nebraska. Training opportunities are provided by NDE, ESU 15, and at the district level.</p>	

4. High quality and ongoing professional development

4.1	<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>Professional development is provided to the entire school community for the implementation of CIP strategies and activities. All professional development specifically addresses the identified needs of the students. Professional development is directly aligned with the district's continuous improvement goals. These activities positively impact classroom instruction and student learning. Examples of this professional development include: ESU PLC's, District level PLC's, TRIAD PLC's, and the implementation of Marzano Instructional Strategies.</p>	

5. Strategies to increase parental and family engagement

5.1	<i>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.</i>
<p>As a school district the Wauneta-Palisade Schools, along with parents have developed a Parent/Teacher/Student compact. This compact outlines the expectations of the district for the teachers, students, and parents. Parents are given the opportunity to discuss and give input on the compact at an annual spring Title 1 parent meeting. The compact is also reviewed at our annual orientation prior to the first day of school. Parents and students are required to sign the compact annually and all compacts are kept on file at the proper school.</p>	
5.2	<i>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.</i>

<p>As a school district the Wauneta-Palisade School Board has adopted a parent involvement policy that meets the requirement of ESSA. In addition the student handbook shared with parents at the beginning of each school year and reviewed at our annual orientation night addresses parent involvement, academic responsibilities, and accessibilities to our schools. This information can be translated at parent request. Furthermore, Title 1 parent meetings are held annually. The meetings are scheduled with parent input.</p>	
5.3	<p><i>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.</i></p>
<p>The staff of Wauneta-Palisade School believes that parent participation is essential in the academic success of our students. Parents are invited to participate in various ways throughout the school year. Opportunities for involvement include PTO meetings and activities, annual school open house/student orientation, parent/teacher conferences, annual book fair, volunteering in the school, school website, and social media interaction. Parents and community members are given opportunities to participate in the continuation and implementation of the schoolwide plan through continual discussion, formal meetings, volunteer hours, parent and community surveys, access to our school website, facebook, and twitter page, district student information system, and our district e-mail system.</p>	

6. Transition Plan

6.1	<p><i>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.</i></p>
<p>The Wauneta-Palisade School District is structured with PK-5th grades in the Palisade Attendance Center and 6-12th grades in the Wauneta Attendance Center. Each year in May, the 5th grade students attend a "move up" day. At this time students are taken to the Wauneta Attendance Center, given a tour of the building, have the opportunity to meet their teachers, and are introduced to some of the procedures and requirements that will be expected of them the following year. During this time, the 5th grade teacher, elementary Sped Teacher, and multiple middle school teachers meet to discuss individual students as they prepare for the transition to 6th grade. We are a 1:1 K-12 school district. K-3rd grade students utilize ipads in their classroom, while 4th-12th grade students utilize Chromebooks. 4-5th grade students use chromebooks in their last two years in the Palisade Attendance Center for a smooth transition to the use of the Chromebook in the Wauneta Attendance Center. We also hold an annual open house/orientation for all students including incoming 6th graders prior to the beginning of the school year. This orientation allows incoming students to review student handbook policy, get introduced to general expectations and routines/procedures of their new grade/school, meet with teachers and other school staff, collect information about the school and school year, and have an opportunity to ask questions of school personnel and staff in person.</p> <p>***The "Move Up" day will not be able to take place this school year due to Covid-19. If allowed, we will bring incoming 6th graders in prior to the official beginning of school to participate in "move up" day activities.</p>	
6.2	<p><i>Please provide a narrative below describing the school's transition plan for outgoing students as they move on to 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>Open house/orientation. 8th grade students opportunity to take advanced track math courses. Middle school is on same bell schedule as high school with many of the same teachers</p>	

7. Strategies to address areas of need

7.1	<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>Multiple teachers and paraprofessionals are available throughout the school year to support students with increased learning time before, during, and after the instructional day as needed. Teachers are available to all students 20 minutes before and 25 minutes after each school day. During this time teachers are available to students for help with homework, or to work on specific areas of improvements. Classroom teachers and paras are also made available to all students during a weekly scheduled intervention period during the regular school day. Along with daily classroom instruction and regular interventions to help students with their specific needs (strengths or weaknesses).</p>	

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

8.1	<i>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.</i>
<p>District funds are used annually to purchase and update curriculum, technology, and support the staff with appropriate and matching professional development. Title 1 funds have been used to assist in salary payments for paraprofessionals, teachers, and to purchase ipads and chromebooks for the use in our title program. R.E.A.P funds have been used to assist in the purchase of technology and educational equipment for the district. The curriculum, technology, and professional development are all designed to meet the needs of our entire student population.</p>	