

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

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| District Name: | Wallace Public School District 65R |
| County Dist. No.: | 56-0565 |
| School Name: | Wallace Elementary School |
| County District School Number: | 002 |
| 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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____ |
| School Principal Name: | Tom Sandberg |
| School Principal Email Address: | thsandberg@whscats.org |
| School Mailing Address: | 151 N. Wallace Rd Wallace, NE 69169 |
| School Phone Number: | (308) 347-4323 |
| Additional Authorized Contact Person (Optional): | Sharon Vote |
| Email of Additional Contact Person: | skvote@whscats.org |
| Superintendent Name: | Tom Sandberg |
| Superintendent Email Address: | thsandberg@whscats.org |
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| 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 |
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| <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> |
| Shay Strawder Tom Sandberg Codi O'Brien Kim Sullivan Korene Flaming Kendra Burkholder Krystal Sauser Jolene Christner Cherie McClintock Sharon Vote Cheryl Roche _____ | <u>Parent Administrator</u> K Teacher 1st Grade Teacher 2nd Grade Teacher 3rd Grade Teacher 4th Grade Teacher 5th Grade Teacher 6th Grade Teacher Title 1 ESU 16 Consultant _____ |

| School Information <i>(As of the last Friday in September)</i> | | |
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| Enrollment: 94 | Average Class Size: 13 | Number of Certified Instruction Staff: 11 |
| Race and Ethnicity Percentages | | |
| White: 77 % | Hispanic: 20 % | Asian: 0 % |
| Black/African American: 2 % | American Indian/Alaskan Native: 1 % | |
| Native Hawaiian or Other Pacific Islander: 0 % | | Two or More Races: 0 % |
| Other Demographics Percentages | | |
| Poverty: 32 % | English Learner: 16 % | Mobility: 11.88 % |

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

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| 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>The Wallace schoolwide plan includes strategies to address the needs of all students but focuses on the needs of low-achieving students and students who are at risk of not meeting the state standards.</p> <p>Student needs are identified through the use of MAPS, NeSA and DIBELS scores.</p> <p>All students who show little or no progress are quickly identified as needing assistance. Assessing the needs and how to make modifications is very important. Students ability and previous progress are assessed to make sure students are capable of completing the activity. Modifications may include the amount of time spent on the topic, more individual assistance, more detailed explanation, examples, etc.</p> <p>The classroom teachers use various intervention strategies before referring students to the Student Assistance Team (SAT) for further strategies and support. The SAT suggestions will be tried for a specified time and then the team will meet again to assess progress. The SAT Team meets the 2nd Tuesday of each month.</p> <p>The ELL Coordinator administers ELPA Screener to identified ELL students who are new to our school. The screener makes teachers, ELL students and parents aware of verbal and written skill levels. Each spring, the ELL Coordinator, with the help of a paraeducator, administers the English Language Proficiency Assessment. The ELL Coordinator teaches ELL students English and helps with schoolwork when possible.</p> <p>An ELL paraprofessional works with elementary ELL students at other times each day.</p> <p>6 paraprofessionals are available to work with classroom teachers to plan instructional strategies to help underachieving students.</p> <p>The Title 1 teacher is part-time and provides extra support and activities for students who are underachieving. Struggling students also have the opportunity to participate in summer school for 2 weeks before the beginning of the school year. Students who participate in the Title 1 program are placed on a Student Learning Plan which is revisited every 6-8 weeks.</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>A school survey was completed online by parents and teachers at parent-teacher conferences. Computers were made available at a central location and two staff members were present to provide assistance. The survey was provided in the parents' home language. The results were used to find ways to improve school climate and instruction.</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> |

The schoolwide plan identifies and supports existing school improvement efforts. Each year teachers look at student data, identify struggling, at-risk, and high-ability learners, and plan instruction, providing interventions accordingly. All teachers are involved in the continuous school improvement process.

2. Schoolwide reform strategies

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| 2.1 | <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> |
| Students at risk of not meeting benchmark participate in interventions provided by the classroom teacher, are assigned either to a trained para, or receive Title 1 services. Summer School is made available by the Title 1 teacher for 2 weeks during the summer. All teachers are available at school 20 minutes before school and stay 30 minutes after school for students to receive extra assistance if needed. A 7th grade teacher stays after school to provide assistance to ELL students with homework. | |

3. Qualifications of instructional paraprofessionals

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| 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> |
| Wallace employs 6 paraprofessionals who meet ESSA requirements and participate with teachers in professional development as well as attend special training specifically for paraprofessionals. | |

4. High quality and ongoing professional development

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| 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> |
| All teachers and paras are offered professional development that focuses on standards and needs assessment both through the school and through ESU 16 and ESU 15 (ELL). This year all elementary and middle school teachers participated in monthly meetings for standards alignments for ELA and Math. | |

5. Strategies to increase parental and family engagement

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| 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> |
| A jointly developed student/parent/school compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents continue to build and develop partnerships to help children achieve the district high standards. A committee of parents, teachers, and administrators developed the school/parent compact. The compact was reviewed by Educational Service Unit 16 and distributed through mailings and annual meetings. Each parent also receives a copy to sign each year during Parent/Teacher conferences. | |

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| 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> |
| A school level Title 1 Parent and Family Engagement Policy, meeting Title 1 requirements, was developed with parent and family input and is distributed/shared with parents and family and is reviewed and updated at the annual Title 1 parent meeting. | |
| 5.3 | <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> |
| Annual Parent meetings are held during Parent/Teacher conferences in the fall in the Title room. The meeting informs parents of the school's participation in the Title 1 program, explains the requirements of Title 1 and the right of the parents to be involved. Translation is provided as needed. | |

6. Transition Plan

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| 6.1 | <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>There is a private pre-school program in the community. Preschool students attend preschool three days/week.</p> <p>Preschool and kindergarten students and parents are provided various activities to acquaint them with the "world of school."</p> <p>Each spring Wallace holds a Kindergarten Round-Up. Students who will be Kindergartners the following school year are invited to attend. The students come to school for 1 1/2 hours with their parents. Prospective students engage in activities that include pre-reading skills, number sense, motor skills, and listening skills. They also play with puzzles, color, explore the smart board and smart table, and have a snack. Parents are notified of this date through individual letters, school newsletter and the local newspaper.</p> <p>Before school starts the kindergarten teacher sends a letter or post card to the upcoming students. She also sends a letter to the parents regarding the school schedule as well as the daily schedule and any other events that will be going on.</p> <p>For all other incoming students, K-12, new students are given a tour of the building along with their parents. They meet with the principal, fill out paperwork, and meet their teachers. They are given a class "buddy" to help them get oriented during their first few days at school. We provide new student information in the family's home language.</p> | |
| 6.2 | <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> |
| In the Spring, the Guidance Counselor takes the 6th graders on a tour of the secondary end of the building. They meet with secondary teachers, go over school schedules for 7th grade and all the things they can expect in Jr. High. | |

An "Apply to College" day is planned at the beginning of the school year for seniors, where they spend the day applying to colleges of their choice. The Guidance Counselor provides information about scholarships throughout the year and also schedules college representatives to come and visit with students.

7. Strategies to address areas of need

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| 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>To increase the amount and quality of learning time within and beyond the instructional day, all the teachers are required to be at school at 7:45 each morning and to not leave until 4:00 p.m. This time frame allows 15 minutes before school and 30 minutes after school for all students to get extra instructional time.</p> <p>Wallace provides 9th Hour after school for students to get help with homework or to make up missed homework. Staff members take turns supervising 9th Hour.</p> <p>ILCD is now included in the School Improvement plan.</p> <p>Wallace School provides access to summer school through ESU 15 for migrant students for 2 weeks out of the summer. This is not paid for with Title 1 funds.</p> <p>Wallace School provides access to summer school for any Title 1 student for the 2 weeks before school starts, to give those struggling students a jump start into the school year. This is not paid for with Title 1 funds.</p> | |

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

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| 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>Wallace School uses a combination of funds to support the school wide plan. Funding sources include Title 1 funds, school money for professional development, parent involvement money, grants and service points. The Schoolwide plan uses a major amount of the funds to pay the salary of the teacher assigned to the Title 1 program.</p> <p>Students also collect "Box tops for Education" "Campbell" labels and Mac's Super Food receipts to purchase a variety of supplies for the school.</p> <p>ESU #16 is the main coordinator of funds for the Title 1 program. Title 1 funds are used to fund the salary of the Title 1 position.</p> <p>LEA and Title IIA consorted funds provide professional development for the Title 1 program.</p> <p>Some local businesses and organizations provide funds to the school. The Superintendent decides what those funds will be used for.</p> <p>Patrons of Mac's Super Foods can return receipts either to the school or to the store to help raise money for the needs of the school. In the past they have raised money for computers.</p> | |

Wallace Lion's Club contributes time and some financial resources to the school. Lion's Club also sends a mobile unit every fall to check hearing and vision for students.