

# 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:	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:	Joel Ferguson
School Principal Email Address:	jferguson@whscats.org
School Mailing Address:	151 N. Wallace Rd, Wallace, NE 69169
School Phone Number:	(308) 387-4323
Additional Authorized Contact Person (Optional):	Sharon Vote
Email of Additional Contact Person:	skvote@whscats.org
Superintendent Name:	Joel Ferguson
Superintendent Email Address:	jferguson@whscats.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	X Yes <input type="checkbox"/> No
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<b>Names of Planning Team</b> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	
<u>Samantha Garrison</u> <u>Joel Ferguson</u> <u>Kim Sullivan</u> <u>Korene Flaming</u> <u>Laura Brown</u> <u>Krystal Sauser</u> <u>Jolene Christner</u> <u>Cherie McClintock</u> <u>Emily Altman</u> <u>Sharon Vote</u> <u>Mackenzie Carstens</u>	<u>Titles of those on Planning Team</u>  <u>Parent Administrator</u> <u>1st Grade</u> <u>2nd Grade</u> <u>3rd Grade</u> <u>4th Grade</u> <u>5th Grade</u> <u>6th Grade</u> <u>K</u> <u>Title 1 Reading Specialist</u> <u>ESU 16</u>

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 191	Average Class Size: 13	Number of Certified Instruction Staff: 24
Race and Ethnicity Percentages		
White: 79.5 %	Hispanic: 16.95 %	Asian: 0 %
Black/African American: .58 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 4.68%	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 29.84 %	English Learner: 8.2 %	Mobility: 7.56 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
MAPs	
DIBELS 8th	

*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>	<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 curriculum, instruction and assessment decisions.</i></p> <p><b>Student needs, particularly students who don't meet or are at-risk of not meeting state academic standards are identified using MAPS, NSCAS, and DIBELS 8th scores.</b></p> <p><b>Training has been provided to teachers on the use of EduClimber, a data storage system where we store all student data. Training has included how to find and use data from MAPs NSCAS, and DIBELS 8th scores to help plan instruction and instructional groups within each classroom.</b></p> <p><b>During the 2019-2020 and 2020-2021 school years, elementary teachers used assessment data to develop standards-based report cards instead of using typical grade report cards. Standards-based report cards help both teachers and parents know exactly what skills, if any, a student is lacking and teachers can plan instruction and assessments accordingly.</b></p> <p><b>This year all elementary teachers are working towards adopting a new reading curriculum. Their work has taken into account student performance and assessment scores, as well as state standards, in order to choose the most relevant curriculum.</b></p> <p><b>The ELL teacher administers the ELPA Screener to identify ELL students who are new to our school. The screener assesses listening, speaking, reading, and writing in English. Each spring, the ELL teacher, with the help of a paraeducator, administers the English Language Proficiency Assessment. The ELL teacher teaches ELL students English and helps with schoolwork when possible. Classroom teachers also use ELPA results to help plan instruction within the classroom setting.</b></p> <p><b>Six paraprofessionals are available to work with classroom teachers to plan and implement instructional strategies to help underachieving students.</b></p>
<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><b>A school survey was completed online by parents at fall parent-teacher conferences. Computers were made available at a central location and 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. Students and staff also completed surveys during the school day.</b></p>
<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><b>The schoolwide plan 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. While our goals have changed to focus more on math foundational skills, support for reading is still a main district-wide focus. Since the Title 1 Reading Specialist is part-time Title 1 and part-time EL, her focus continues to be early</b></p>

reading skills in order to meet LB 1081 expectations and English language acquisition for ELs. When she has time in her schedule she does work on math foundational skills with students. Paras also work with struggling learners to help build those foundational math skills.

## 2. Schoolwide reform strategies

2.1

*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.*

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.

All K-6 students are assessed in reading using DIBELS 8th three times a year, beginning the first week in September.

With the passing of LB 1081 more focus has been placed on the needs of struggling students K-3. Those students who don't meet the benchmark goal on DIBELS Composite scores are placed on an Individual Reading Improvement Plan (IRIP) and are provided with interventions by the Title 1 Reading Specialist, classroom teachers, and paras. Students in grades 4-6 who don't make benchmark goals are also provided with interventions but are not placed on a learning plan. Teachers then use DIBELS 8th Progress Monitoring to monitor student progress. Changes are made to learning plans/interventions after each benchmark.

The Title 1 Reading Specialist provides extra instruction in phonics and reading for all K-1 students within the reading block in those classrooms.

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 amount of time and then the team will meet again to assess progress. The SAT Team meets as needed.

Students who have not made adequate progress after being assessed on DIBELS 8th for the spring benchmark are provided with the opportunity to participate in summer school for 2 weeks before the beginning of the next school year. Classroom teachers also send home a summer reading challenge for all K-6 students.

## 3. High quality and ongoing professional development

3.1

*Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.*

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 (EL). ESU 16 has planned area PLC's three times a year that all teachers and paras attend. These have focused on curriculum, assessment, and effective teaching strategies.

Wallace has set aside several days during the school year as inservice days. The first 2 hours of these days have focused on training in the use of EduClimber, the data storage system we use to store student data. Teachers have learned how to input data and find data, as well as run reports needed for planning curriculum and assessment. All certified staff are required to attend these training sessions.

This year elementary teachers are using the rest of those days to work on standards-based report cards, which we began using last year, review ELA state standards, and adopt a new reading curriculum. Paras use that day for para training provided by ESU 16. All staff are required to attend these training sessions.

#### 4. Strategies to increase parent and family engagement

4.1	<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>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's high standards. A committee of parents, teachers, and administrators developed the school/parent compact. It is reviewed and updated as needed at the annual meeting each fall. Parents also receive a copy to sign each year during Parent/Teacher conferences.</p>	
4.2	<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>A school level Title 1 Parent and Family Engagement Policy, meeting Title 1 requirements, was developed with parent and family input, is distributed/shared with parents and families, and is reviewed and updated at the annual Title 1 parent meeting.</p>	
4.3	<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>
<p>Normally the annual parent meeting is held during fall parent/teacher conferences but this year we held LB 1081 meetings during conferences, so the Title 1 parent meeting was held during parent/teacher conferences in February. A booth is set up in a prominent location where parents are presented with a slideshow informing them of Wallace's Schoolwide Title 1 program, the requirements of Title 1, and their rights as parents to be involved in their child's education. Translation is provided as needed. The student/parent/school compact and the Family Engagement Policy are made available for review.</p>	

#### 5. Transition Plan

5.1	<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).</i>
<p>Each spring Wallace holds a Preschool and Kindergarten Round-Up. This is our second year of having a preschool at Wallace.</p> <p>Incoming Kindergarten students also attend an open house before school starts in the fall. This gives them the opportunity to meet their teacher, bring school supplies, and explore their new classroom.</p> <p>Each 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. Before school starts in the fall, incoming 7th grade students attend an open house. They are given the opportunity to find their lockers and learn how to open them, get their schedules, and meet their new teachers.</p>	

Since Wallace Public Schools are contained in one building, there is not a transition for students going from 8th grade into high school.

For all other incoming students, PK-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.

**5.2**

*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).*

Since Wallace Public Schools are contained in one building, there is not a transition for students going from 8th grade into high school.

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. In October, parents of seniors are invited to the school where they are provided with guidance on filling out the FAFSA, costs of going to college, and alternatives to college such as trade schools. The Guidance Counselor provides information about scholarships throughout the year and also schedules college representatives to come and visit with students.

This year the school hosted a “job fair” and invited representatives from local businesses to come. This gave seniors some experience in filling out job applications, how to dress for an interview, and the interview process.

## 6. Strategies to address areas of need

**6.1**

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

To increase the amount and quality of learning time within and beyond the instructional day, all 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 students to get extra instructional time when needed.

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.

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.

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.