

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:	Palisade Attendance Center
County District School Number:	003
School Grade span:	K-4
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input 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:	Joseph Frecks
School Principal Email Address:	josephfrecks@gmail.com
School Mailing Address:	PO Box 329 206 N. Reynolds Palisade, NE 69040
School Phone Number:	308-285-3219
Additional Authorized Contact Person (Optional):	Missy Duvel
Email of Additional Contact Person:	mduvel@wpbronzos.net
Superintendent Name:	Randy Geier
Superintendent Email Address:	rgeier724@gmail.com
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

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Joe Vrbas</u> <u>Randy Geier</u> <u>Joseph Frecks</u> <u>Missy Duvel</u> <u>Dawn Doetker</u> <u>Betsy Johanson</u> <u>Missy Blackman</u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u>	<u>Parent</u> <u>Superintendent</u> <u>Principal</u> <u>SPED Teacher</u> <u>Kindergarten Teacher</u> <u>Guidance Counselor</u> <u>Para</u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 83	Average Class Size: 16	Number of Certified Instruction Staff: 8
Race and Ethnicity Percentages		
White: 91.4 %	Hispanic: 9.6 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races:	%
Other Demographics Percentages		
Poverty: 55 %	English Learner: 6 %	Mobility: 8 %

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

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	<i>Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
Reading, math, and writing committees continuously analyze student achievement data. Data includes district writing assessments, NeSA,	

TerraNOVA, AIMSweb. Data was disaggregated into the subgroups of gender, poverty, grade, and race.

1.2

Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.

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 ipads that were available during elementary field day for parents and community members to complete the survey.

1.3

Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.

The schoolwide plan is integrated with the Continuous Improvement Plan. The two school improvement goals include the improvement of reading comprehension and writing skills across the curriculum. Strategies to improve these areas include professional development targeted toward implementation of the plan and improving in these two areas. Multiple reading intervention strategies are included in the supporting documentation. Writing interventions include school wide "The Write Tools" implementation and Ron Coniglio's 6 Traits of Writing.

2. Schoolwide reform strategies

2.1

Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.

SAT, MDT, IEP assessment data meetings are held as required to meet the needs of individual students. The assessment results are used to determine intervention strategies that meet the needs of students. Through classroom instruction, Title 1, and social education services both Tier 2 and Tier 3 intervention strategies are provided. Some examples of these interventions are LtoJ and corrective reading strategies, and a daily school wide intervention program with all students based on individual needs.

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
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 and ESU 15.	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.</i>
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.	

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
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. Parents and students are required to sign the compact annually and all compacts are kept on file at the proper school.	
5.2	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>
As a school district the Wauneta-Palisade School Board has adopted a parent involvement policy that meets the requirement of NCLB. In addition the student handbook shared with parents at the beginning of each school year, 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.	
5.3	<i>Please provide a narrative below explaining how, when and where 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>
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, annual open house, parent/teacher conferences, annual book fair, monthly mystery readers, reading mentors, and monthly newsletter. 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, and our district e-mail system.	

6. Transition Plan

6.1	<i>Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
An annual kindergarten roundup is held prior to the beginning of the school year. During this time, parents are given a "Welcome Packet" and meet with school staff about our school district and requirements for their kindergarten child. Incoming kindergareners are engaged in a variety of developmental, hands on activities during this meeting.	
6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
The Wauneta-Palisade School District is structured with PK-4th grades in the Palisade Attendance Center and 5-12th grades in the Wauneta Attendance Center. Each year in May the 4th grade students are invited to come to "Welcome to 5th Grade" transition day. At this time these students are given a tour of the building, have the opportunity to meet their new teachers, and introduced to some of the procedures and requirements that will be theirs' the following year.	
6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
X	

6.4	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
X	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining 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>
A summer school program, "Bronco Academy", is offered to encourage continuous learning and to assist students with academic needs. 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.	

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

8.1	<i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
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 2 para professionals, 2 teachers, and to purchase ipads 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.	
8.2	<i>Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
As a district in southwest Nebraska, we are fortunate to have a community active in education. Being a rural farming community, FFA and 4-H programs have a strong history and continue an active roll in our school district. Businesses in both Palisade and Wauneta support our schools by bringing in educational programs and donating materials/services. Community service organizations such as the Lyons Club, VFW, and	

American Legion bring educational programs, financial support and donations in support of our educational needs of our students. The local Extension unit provides multiple educational opportunities for students in the area. Community partners also donate/volunteer time with students in both buildings.