

# 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:	Winside Public Schools
County Dist. No.:	90-0595
School Name:	Winside Elementary School
County District School Number:	90-0595 - 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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Cory Friedrich
School Principal Email Address:	cfriedrich@winsidewildcats.org
School Mailing Address:	203 Crawford Ave. Winside, NE 68790
School Phone Number:	402-286-4465
Additional Authorized Contact Person (Optional):	Brittany Foote
Email of Additional Contact Person:	bfoote@winsidewildcats.org
Superintendent Name:	Andrew Offner
Superintendent Email Address:	aoffner@winsidewildcats.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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Korrine Bowers	<u>Parent</u>
Cory Friedrich	<u>Administrator</u>
Andrew Offner	Superintendent
Brittany Foote	Title I Teacher
Laura Straight	Teacher
Crystal Clyde	Paraprofessional
Tara Behmer	Parent/staff
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 117	Average Class Size: 18	Number of Certified Instruction Staff: 11
Race and Ethnicity Percentages		
White: 89 %	Hispanic: 2 %	Asian: 1 %
Black/African American: 4 %	American Indian/Alaskan Native: 4 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: %	English Learner: 0 %	Mobility: 6.19 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>Aimsweb</b>	<b>MAP</b>
<b>NSCAS</b>	<b>STAR Math</b>
<b>STAR Reading</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>	<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>Our School improvement team looks at our local, State, and National Assessment as well as our Norm Reference data on continuous basis. This information is used by the staff and reading/math coach to determine areas of need and growth of our students.</p> <p>The MTSS team includes the principal, special education teacher, classroom teachers and Title I teacher . The team utilizes AIMS web, NWEA (MAP), and NSCAS Data to evaluate and plan curriculum and instruction to better support our students.</p> <p>The child’s growth will be determined by the progress made from one level to the next or if their percentage increases at an advanced level. If the student is not progressing to a higher level, corrective measures, parent-teacher conferences, and/or re-teaching the concept will be conducted. The classroom teachers play an important role in the needs assessment each school year.</p> <p>In conclusion, Winside Public Schools utilizes the assessment data to meet the needs of our students. We review, analyze and track student data regularly. The results from AIMSweb, local and state assessments, core subject area assessments, and NWEA MAP scores are used for making educational decisions concerning our students.</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>As a Pk – 12 district, we administer a parent survey during parent teacher conferences. Our School Improvement Team/Survey Team evaluates this data to identify the communities input on the future needs of our district. Included in the documentation is the survey results.</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>All Winside Public School students will demonstrate growth in math skills across the PK-12 curriculum as measured by TS Gold (PK), Aimsweb Plus (K-2), and NWEA Growth (3-12) norms.</p> <p>Winside Public Schools utilizes the assessment data to meet the needs of our students. We review, analyze and track student data regularly. The results from AIMSweb, local and state assessments, core subject area assessments, and NWEA MAP scores are used for making educational decisions concerning our students.</p> <p>We us professional deveolpment time through out the year to examine the data and make educational decisions</p>

## 2. Schoolwide reform strategies

<b>2.1</b>	<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>We provide multiple forms of assistance for all student at all ability levels. Our schedule shows that we provide extra time and assistance for both intervention and enrichment opportunities for our students. Both our certified staff as well as our paraprofessionals provide instructional support during these times. Guidance instruction and support is offered in whole group, small group, and individual sessions. We also offer the Teammates mentoring program for grades 3 - 6.</p>	

## 3. High quality and ongoing professional development

<b>3.1</b>	<i>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.</i>
<p>We will be provide ongoing professional development that focuses on the Marzano instructional model. We support our at-risk population by providing target ongoing professional development in the areas of behavior and core program review.</p>	

## 4. Strategies to increase parent and family engagement

<b>4.1</b>	<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>The parent compact was developed jointly with the assistance of the Nebraska Department of Education and from the annual feedback from our parents and staff. It will appear in our 2021 - 2022 student handbook. Each family receives a copy of the handbook annually. Our annual meeting was held in Septemeber of 2020.</p>	
<b>4.2</b>	<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>Our annual meeting was held in September of 2020. During our Fall meeting we discussed existing efforts and future improvements and goals to better serve the needs of our students.</p> <p>Opportunities our parents and community members are involved with include: parent-teacher meetings, learning field trips, grandparent's breakfast, holiday pancake feed, Big Red kickoff/wrap up, curriculum nights, back-to-school open-house, community reading with children, guest speakers in the classroom, and volunteering in individual classrooms to help work on subject area projects</p>	
<b>4.3</b>	<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>Our annual meeting was held on September 23, 2020. At that time, we hosted a Title I parent meeting. During that meeting, parents are informed of the school wide program. A discussion is held, and feedback is given on our school policy and compact and modification are made. Parent are also informed of other activities that involve them in our school. Some of these include parent teacher conference, community pancake feed, and grandparent's day. Classrooms host of variety of activities that parents can be part of throughout the year.</p>	

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## 5. Transition Plan

<b>5.1</b>	<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>We host a Pk – 3 and Pk – 4 programs on site, that are not funded by Title I funds. Students in Pk – 4 interact with the kindergarten students' staff on a periodic basis to familiarize them with the building lay out and staff for next year. During the month of March, we host a kindergarten round up day. Parents have the chance to attend round up or make arrangements to have those parents visit. We give out information to parents about kindergarten and what is required to enter, as well as our academic programs and supports that are available when they enter school. During this informational meeting students visit the classroom and do a variety of activities with the kindergarten staff.</p> <p>When a family moves into our district and registers during the school year. We give the student and parents a tour of our facility and answer any academic and support questions. They are given the opportunity to meet their class and teacher.</p>	
<b>5.2</b>	<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).</i>
<p>Our 6th grade staff meets with the middle school staff to discuss student needs based off our AIMS web, MAP, NSCAS, and program data. We also host a day in May each year, that our 6th grade will go over and meet the middle school staff and tour the building. This allows them to see the building and ask questions. We also host registration night in August of each year. In 2020 - 2021, we started departmentalization in 4th through 6th grade to better prepare them for movment in the middle school.</p>	

## 6. Strategies to address areas of need

<b>6.1</b>	<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.</i>
<p>Teacher are also available before school, at noon, and after school to meet additional academic needs of our students. Teachers also communicate via email to parents about student progress. Parents are contacted immediately if their child is struggling.</p>	