

# 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:	Wood River Rural Schools
County Dist. No.:	40-0083
School Name:	Wood River Elementary School
County District School Number:	40-0083-003
School Grade span:	K-5th Grade
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes   X No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes   X 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:	Mrs. Kelly Klanecky
School Principal Email Address:	kklanecky@wrrsd.org
School Mailing Address:	Wood River Elementary School 1003 Lilly Street Box 488 Wood River, NE 68803-0488
School Phone Number:	308.583.2525
Additional Authorized Contact Person (Optional):	Gale Lambrecht
Email of Additional Contact Person:	glambrecht@wrrsd.org
Superintendent Name:	Terry Zessin
Superintendent Email Address:	tzessin@wrrsd.org

Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	X Yes <input type="checkbox"/> No
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<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>
<u>Gale Lambrecht</u> <u>Kim Canfield</u> <u>Mandi Wagoner</u> <u>Nanci Martin</u> <u>Mr. Zessin</u> <u>Jenna Frick</u> <u>Joyce Willoughby</u> <u>Amber Woitaszewski</u> <u>Kelly Klanecky</u> <u>Mandi Morgan</u> <u>Megan Consbruck</u>	<u>Interventionist</u> <u>Interventionist</u> <u>Teacher</u> <u>Instructional Coach</u> <u>Superintendent</u> <u>Parent</u> <u>School Board President</u> <u>Teacher</u> <u>Principal</u> <u>Teacher</u> <u>Teacher</u>

<b>School Information</b> <i>(As of the last Friday in September)</i>
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Enrollment: 235 (PK-5)	Average Class Size: 32.9	Number of Certified Instruction Staff: 26
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<b>Race and Ethnicity Percentages</b>		
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White: 75%	Hispanic: 21%	Asian: 0%
Black/African American: .03%	American Indian/Alaskan Native: .004%	
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: .004%

<b>Other Demographics Percentages</b>		
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Poverty: 47.8	English Learner: 7.3%	Mobility: 5.2%
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<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
MAP	
DIBELS Next	

***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>	<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>Three sources of data were reviewed and analyzed to identify the needs of all students. The data included the April 2021 NSCAS scores for grades 3rd-5th, the MAP data administered in grades K-5th, during September and January of 2021 and the DIBELs NEXT data administered in grades K-5th in August of 2021.</p> <p>The NSCAS data is discussed during grade level meetings, and those students falling in the developing performance level are also considered at-risk. Additional support is provided for those students outside of the classroom by the Title 1 Math and Reading teachers and or an interventionist providing Tier 2 or Tier 3 interventions.</p> <p>MAP data is discussed during grade level meetings, and also data team meetings. Those students falling in the 30th percentile or below are considered at-risk. The data is then analyzed to determine the area of goal performance that the students are low to low average in, and those become the target area for remediation. During these meetings the growth projection is also analyzed.</p> <p>An Individual Reading Improvement Plan (IRIP) is written for those students who do not meet the MAP Growth K-3 Threshold Levels.</p> <p>Those students identified as strategic or intensive on the DIBELs NEXT data are progress monitored bi-weekly. Analyzing these results in addition to other assessment sources may result in students beginning a Tier 2 intervention through the RTI/MTSS process. Those students showing less at-risk data will receive support through small group instruction.</p> <p>Discussions also take place in grade level meetings regarding Tier 1 strategies that can be used within the whole class instruction to strengthen the instructional block by the classroom teacher.</p> <p>You will find documentation in folder 1.1</p>	
<b>1.2</b>	<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>An online survey was conducted in the fall of 2019 during the fall conference. An online Leader in Me Survey was shared with parents in Fall of 2020.</p> <p>Reminders to complete the survey were shared on the Facebook page and in the elementary newsletter sent home each week. During conferences greeters encouraged parents to participate in the survey in the cafeteria before or after their child's conferences.</p> <p>Survey results and community feedback are analyzed by the Lighthouse Team.</p> <p>You will find documentation in 1.2.</p>	

<b>1.3</b>	<i>Please provide a narrative below describing the ongoing improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i>
<p>The Wood River Rural School District has one goal that is guiding their continuous school improvement plan. That goal is: By the end of the 2020-2021 school year we will increase the percentage of students on or above grade level in both reading and math as measured by MAP testing. Improvement strategies addressed in the plan are: plan with a purpose, use effective instructional strategies and build positive climate and culture. Action steps are also included to support each improvement strategy.</p> <p>The SIP goal is being reviewed during staff team meetings, grade level meetings and RTI/MTSS meetings held weekly. Data from multiple sources is analyzed during these meetings and used to drive instruction. This data is also used to determine adjustments that need to be made with the delivery and content of the instruction students are receiving. The lowest quartile of students will receive interventions through the RTI/MTSS system.</p> <p>Additional assistance provided in reading includes; small group instruction focused on specific skills built within the ninety-minute reading block, intervention groups for pre-teaching and reteaching of skills, and small intervention groups for targeted phonics skills. Read Naturally, SIPPS(Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), and Saxon Phonics are used for reading intervention.</p> <p>Additional assistance provided in math includes; small group instruction focused on specific skills and intervention groups, with the support of Zearn Math, Moby Max and the Number Worlds curriculum. Acadience is used as a universal screener and progress monitoring tool.,</p> <p>Perceptive data is collected through yearly surveys completed by stakeholders.</p> <p>All teachers are trained in the APL instructional model. Teachers are expected to implement the APL strategies within their daily instruction. APL refreshers are included in the daily announcements. The school principal is responsible for the accountability of these strategies being used with fidelity. Frequent walkthroughs using the evaluation tool NEE (Network for Educator Effectiveness) is used to support teachers. Inservices during district meetings and staff team meetings support the facilitation of the strategies.</p> <p>Wood River Elementary School is able to provide schoolwide title services in the areas of Reading and Math in grades K-5th. This is due to the demographic percentages of the student population.</p> <p>You will find documentation in 1.3.</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>Students that are targeted as being at-risk are supported through the Title 1 Reading and Math programs and the RTI/MTSS process. Students are grouped based on the academic needs indicated from the following assessment measures; DIBELs Next, MAP, My Math placement test, and STARs. These screeners identify specific skills that students need to focus on.</p> <p>Analyzing several sources of data for each student determines the level of support they need to meet the state academic standards. Those showing a need for less intensive support receive Title services. Those students showing a need for more intense support, receive interventions guided by the RTI/MTSS framework. Students are progress monitored biweekly, and this data is used to drive instruction.</p> <p>An Individual Reading Improvement Plan (IRIP) is written for those students who do not meet the MAP Growth K-3 Threshold Levels.</p>	

Additional assistance provided in reading includes; small group instruction focused on specific skills built within the ninety-minute reading block, intervention groups for pre-teaching and reteaching of skills and small intervention groups for targeted phonics skills. Read Naturally, SIPPS(Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), and Saxon Phonics are used for reading intervention.

Additional assistance provided in math includes; small group instruction focused on specific skills and intervention groups, with the support of Zearn Math, Moby Max and the Number Worlds curriculum. Acadience is used as a universal screener and progress monitoring tool.

Counseling services are provided as well as Teammates.

You will find documentation in 2.1.

### 3. Qualifications of instructional paraprofessionals

**3.1**

*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.*

All paraprofessionals working at Wood River Elementary School are highly qualified. Paraprofessionals either have 12 or more college credits or have completed and passed the ParaPro or Project Para Assessment. Paraprofessionals attend scheduled Team Meetings.

You will find documentation in 3.1.

### 4. High quality and ongoing professional development

**4.1**

*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.*

Weekly, staff attend a technology inservice led by the district's technology integration specialist. Technology resources and strategies to implement in the classroom are shared.

School improvement staff meetings are held monthly led by principal Kelly Klanecky.

All staff received professional development in August of 2020 on The 7 Habits of Highly Effective People as well as Leader in Me training.

New staff will attend a 2 day workshop on APL instructional model at the ESU 10 in March 2021.

Staff attend workshops offered by the ESU 10.

You will find documentation in 4.1

### 5. Strategies to increase parental and family engagement

**5.1**

*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.*

At the Wood River Elementary School open house in August, the School-Parent Compact is addressed in the opening presentation to parents. Parents are encouraged to provide suggestions and feedback regarding the compact to be considered for the following year. Parents, students and teachers sign the compact during the open house activities. Those parents and students who do not attend open house are sent a copy of the compact home to be signed and returned.

The 2020-2021 August open house was not held in person due to Covid. An open house was recorded and shared on the school Facebook page. Title 1 information was included during the presentation.

Parents are also invited to the spring Schoolwide Title self-review to jointly develop and revise the compact for the following school year.

You will find documentation in 5.1.

<b>5.2</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>
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The Family Engagement Policy is distributed throughout various places in the district, including the handbook and on the district website. Parents are encouraged to participate and suggest changes to the policy at the fall open house, spring self-review meeting and during parent teacher conferences.

The district website has the option to translate all documentation to Spanish and German.

You will find documentation in 5.2.

<b>5.3</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>
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The annual parent meeting was not held in person in August of 2020 due to Covid. Title 1 information was shared in a recorded presentation on the school website before the start of school in August.

Mrs. Klanecky, Mrs. Martin, Mrs. Canfield, and Mrs. Lambrecht, shared Title 1 information regarding the compact and the flexibility of a schoolwide program with the benefit of being able to work with all students. Parents were invited to the annual self-review meeting scheduled for April.

You will find documentation in 5.3

## 6. Transition Plan

<b>6.1</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). Provide supporting documentation in the corresponding folder.</i>
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The transition plan for new students is developed after viewing the records from the transfer school. A release of student information form is completed, assuring all academic, attendance and medical documentation has been gathered. If the student has been previously receiving services, these typically continue. A tour of the building is given by the principal, and a student handbook is also provided.

Kindergarten registration is held every spring. Parents of current preschool students are encouraged to attend with their child. During registration parents complete general paperwork and receive a packet of materials to support student progress during the summer.

In the fall a kindergarten round-up is held. Parents and incoming kindergarten students are encouraged to attend. A variety of information is shared including curriculum expectation, academic screenings and support programs. Parents are given a tour of the building, while incoming kindergartners are involved in reading and writing activities.

An Open House event is scheduled for the evening prior to the 1st day of school.

The elementary RTI coordinator shares the data summary documents, and data with the middle school RTI coordinator and middle school teachers.

You will find documentation in 6.1.

**6.2**

*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). Provide supporting documentation in the corresponding folder.*

Students transitioning from the elementary school to the middle school are provided a move-up morning. During this time students are given a tour of the middle school in addition to meeting their homeroom and core teachers. The district also facilitates a 6th grade orientation evening prior to the first day of school. This is for parents and students to discuss schedules and other important information students need to know as they enter middle school. Sixth grade students attended a move-up day in August of 2020.

Provide transition opportunities for specific students as needed.

You will find documentation in 6.2

## 7. Strategies to address areas of need

**7.1**

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

The district provides students that meet the age requirement the opportunity to attend preschool. The preschool implements the Lively Letters curriculum that prepares students for the skills needed to be successful in the Kindergarten curriculum.

The district also offers a summer school program. Students are invited to participate based on the data from the MAP and DIBELs assessments. The direct instruction of the reading, math and phonics curriculum are used to target skills in small group settings. Summer school was offered during the summer of 2020, but for a shortened 2 week period of time due to Covid. Summer school will be offered during the summer of 2021 for a 3 hour session, 4 days a week for 4 weeks.

An after school program was adopted in the Fall of 2015. With the adoption of the program a full-time coordinator was also hired. The program is held at the Wood River Elementary School and begins each day at 3:15 and ends at 5:45. Transportation at the conclusion of the program is also provided. The after school program allows students to have a variety of opportunities including learning based projects, field trips and presentations from community members sharing their talents. The program follows a daily agenda which includes a snack and homework time. ASP will be offered during the summer of 2021. It will follow the summer school schedule.

A family literacy night is also provided each year, with the focus being on literacy and family involvement. During the spring of 2021 two STEM Fridays were held for grades K-5 during the school day. The activities were planned and led by 5th grade students and staff.

STEM night and the family literacy night did not take place in 2019-2020 school year due to Covid.

You will find documentation in 7.1.

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

<b>8.1</b>	<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>We are working to improve our reading and math scores. All Federal funds from Title I are used for salaries and benefits in the reading and math programs. Additionally, Title II and Title IV funds have been transferred to the Title I budget for additional support of salaries and benefits. Local funds are used for program expenditures in salaries, benefits, and supplies. Cares Act, Esser Funds, and 21st Century Community Learning Grants, are used to assist in achieving our instructional goals and student success. The district works in partnership with Hall County businesses to provide Wood River students hands-on, authentic learning experiences.</p> <p>High quality teachers and paraprofessionals are selected to work with students in the program, in an effort to raise their level of achievement and success during the school year. Achievement for each student is regularly reviewed by a team of educators throughout the school year.</p> <p>You will find documentation in 8.1.</p>	

Updated April 2021