

# 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:	Keya Paha County Schools
County Dist. No.:	52-100
School Name:	Keya Paha County High School
County District School Number:	52-100-001
School Grade span:	7-12
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify) <u>Writing</u>
School Principal Name:	Lucas Wroblewski
School Principal Email Address:	lwroblewski@kpschools.org
School Mailing Address:	101 Football Ave Springview, NE 68778
School Phone Number:	402-497-3501
Additional Authorized Contact Person (Optional):	Aimee Schrader
Email of Additional Contact Person:	aschrader@kpschools.org
Superintendent Name:	Dennis Peters
Superintendent Email Address:	depeters@kpschools.org
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 &amp; at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Kristie Mundorf</u> <u>Luke Wrobleski</u> <u>Aimee Schrader</u>	Parent Principal <u>Title 1 Teacher</u>
_____	_____
_____	_____
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_____	_____
_____	_____
_____	_____

**School Information**  
*(As of the last Friday in September)*

Enrollment: 47	Average Class Size: 7.8	Number of Certified Instruction Staff: 10
<b>Race and Ethnicity Percentages</b>		
White: 100 %	Hispanic: 0 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
<b>Other Demographics Percentages</b>		
Poverty: 45.12 %	English Learner: 0 %	Mobility: 1.19 %

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

*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>
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**Keya Paha County High School is home to grades 7-12 in Springview, NE.**

**As a part of the Keya Paha County School, Class 2 district, Keya Paha County High School follows the Nebraska Framework for School Improvement. There are 47 students currently enrolled, with an average of 7.8 students per class. Students are able to take classes for their core curriculum, as well as electives in science, art, computers, music, and agriculture. Distance learning classes are made available for students to participate in dual credit classes for college as well. MAPS, NESAs, and ACT scores and data were disaggregated and analyzed and target areas of need were determined from those findings. All teachers and staff support the school wide program, with the Title 1 teacher providing services to all students in the regular classroom setting. Keya Paha County High School's Title 1 target areas and goals include improving reading, writing, and math.**

**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.*

**Surveys were available for parents and community members during Parent/Teacher conferences. Surveys were electronic, and parents were able to take the surveys either on school iPads or laptops. Data from these surveys was available immediately for review by administration and staff.**

**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.*

**Our current school improvement goal is to improve writing K-12. As writing is one of our identified Title 1 goals, all staff development and training meshes nicely for both areas. A district wide writing block has been implemented in order for students and staff to practice writing in varying subjects. These writing samples are then scored with the use of a common rubric to show student improvement over time.**

## **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.*

**Title 1 services are provided in the classroom for all students, with particular attention to those in need of extra support. Strategies include one on one instruction, small groups, and some pull-out service if found necessary by the student assistance team. Students who have not been**

found to be making progress are referred for Student Assistance Teams, where strategies are discussed with parents and staff in order to better support that student. When appropriate, students are referred for special education testing, so that students with needs can be identified, and the proper assistance made available for each individual case.

### 3. Qualifications of instructional paraprofessionals

**3.1** *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.*

**100% of all paraprofessionals meet ESEA requirements. Our paraprofessional attends workshops provided by ESU 17 and school district to ensure they are up to date with federal, state and local policies.**

### 4. High quality and ongoing professional development

**4.1** *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.*

**Professional development is provided for teachers through cooperation with ESU 17, Title 1 grants, and teacher-led insights from workshops they have attended.**

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

**5.1** *Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

**The school-parent compact was created in 2015 with the input of parents and teachers during the Title 1 annual meeting. After several conversations with parents, it was amended so that all teachers could sign off for each student, instead of just one at a time. Parents felt it was necessary for all teachers to sign the compact before they would sign themselves.**

**5.2** *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.*

**The Family Engagement Policy and Procedure can be found in the**

<b>Parent/Student handbook. Parents provided input during Title 1 annual meetings and conversations with Title 1 teachers and administration.</b>	
<b>5.3</b>	<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>
<b>The Title 1 parent meeting is held in conjunction with Parent/Teacher conferences in the fall. Parents are able to visit with Title 1 teachers and administration throughout the day and weigh-in on current ideas and plans. It is a very informal meeting with open discussion about the program.</b>	

## 6. Transition Plan

<b>6.1</b>	<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>
<b>N/A</b>	
<b>6.2</b>	<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>
<b>6<sup>th</sup> grade orientation is held by the guidance counselor in the spring of each year to prepare them for entrance into Jr High. Students are taken around to their new classrooms in a tour of the high school building and an explanation of classes, lockers, and expectations is provided for students.</b>	
<b>6.3</b>	<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>
<b>Freshman orientation is held by the guidance counselor in the spring of each year to prepare them for entrance into High School. The guidance counselor helps them set up their schedule and explains the classes, and expectations for students.</b>	
<b>6.4</b>	<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>
<b>College fairs, college visitation opportunities, and recruiters from colleges and the military are provided for students beginning their Junior year of high school in order to help them prepare for postsecondary education. Distance learning opportunities are available for students in order to help</b>	

them get a jump start on postsecondary education.

## 7. Strategies to address areas of need

7.1

*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.*

**Title 1 certified staff are available to students in the classroom to assist with reading, writing, and math. All certified staff are committed to raising test scores as well as daily grades in these areas by providing after school assistance, participating in committees that benefit our school as a whole, and attending SAT and IEP meetings when appropriate to help all students reach their goals. Teachers are available for 30 minutes after the end of the regular school day. At this time, struggling students may seek out extra help. The Title 1 teacher provides services to all students within the classroom setting, focusing on struggling students, or skills that all students need to be reviewing. A summer school program provides materials and opportunities for students to maintain or improve their abilities over the summer months.**

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

8.1

*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.*

**Title 1 funding accounts for a very small amount of the budget necessary in order to maintain the program. The school board is committed to supporting the program through local funds.**

**Federal, State, and local funds are used in part to help fund the Title 1 program, summer school, and assist with technology needs.**

**8.2** *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.*

**Community resources include NVOEP, 4-H, Keya Paha Library, FCE, and the University of NE. These entities provide enrichment and after school activities that allow students another way to learn and express what they have learned in the classroom.**