

# 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:	Potter-Dix
County Dist. No.:	17-0009
School Name:	Potter-Dix Elementary School
County District School Number:	39
School Grade span:	K-6
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 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:	Mike Williams
School Principal Email Address:	mike.williams@pdcoyotes.org
School Mailing Address:	PO Box 149 Dix, NE 69133
School Phone Number:	308-682-5226
Additional Authorized Contact Person (Optional):	Beth Bogert
Email of Additional Contact Person:	beth.bogert@pdcoyotes.org
Superintendent Name:	Mike Williams
Superintendent Email Address:	mike.williams@pdcoyotes.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>Kristin Kasten</u> <u>Sabine Kasten</u> <u>Beth Boger</u> <u>Val Maas</u> <u>Krista Deal</u> <u>Pam Haack</u> <u>Glynis Mueller</u> <u>Blythe Reuter</u> <u>Sharon Johnson</u> <u>Chris Bogert</u> <u>Chari Mohr</u> <u>Mike Williams</u>	Parent Parent Title 1 teacher Para Kindergarten teacher 1 <sup>st</sup> Grade teacher 5 <sup>th</sup> Grade teacher 6 <sup>th</sup> Grade teacher Librarian Parent 2 <sup>nd</sup> Grade teacher Principal/Superintendent

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 91	Average Class Size: 13	Number of Certified Instruction Staff: 13
Race and Ethnicity Percentages		
White: 92.3 %	Hispanic: 3.3 %	Asian: 1.1 %
Black/African American: 2.2 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages		
Poverty: 43 %	English Learner: 0 %	Mobility: 17 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NeSA	MAP
DIBELS	C4L
Curriculum Based Assessments	Weekly Unit Assessments

*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>
<b>Potter-Dix elementary is a small rural school with a fluctuating enrollment of less than 100 students K-6. Our school is comprised of one section of</b>	

**each grade. Our small size helps us to monitor all students. Teachers, paras, administrators, parents, and community members have a great sense of pride in our school.**

**The Title 1 schoolwide planning team met to discuss the schoolwide plan and make suggestions. We went over the necessary items that are essential to the success of the Title 1 schoolwide plan. Preparations were made concerning parental engagement and future action items such as the parent survey.**

**At Potter-Dix teachers begin the year by going over student data from the previous year and discussing the returning students with the previous year's teacher.**

**Assessments given at Potter-Dix include NeSA, NWEA/MAPS, DIBELS, curriculum based assessments, Check 4 Learning, and weekly assessments. Disaggregated data from these assessments is continually recorded, reviewed, and analyzed during weekly collaboration meetings and weekly Multi-Tiered System Support and Response to Intervention (MTSS/RTI) meetings.**

**Potter-Dix has implemented a team to analyze data and research. This team is made up of all classroom teachers, the SPED teacher, and the Title 1 teacher. The team meets most Fridays to support the MTSS/RTI plan\*. The Multi-Tiered System Support Team (MTSS/RTI) will actively and continuously select and analyze data to determine the need for support. Students will receive support in the areas of math and reading according to the findings. Data, parental input, and observations will help determine the instructional support to be given. Decisions are made and strategies identified based on research of best practices.**

**\*The MTSS/RTI team supports struggling students and identifies possible learning and behavior needs.**

- All students receive high-quality, instruction. This instruction is research-based and includes differentiation (tier one).**
- Then, students who are not progressing adequately in the regular, high-quality classroom are provided with some type of intervention -- an additional, smaller math or reading class, for example (tier two).**
- If a student is still struggling, then he receives one-on-one targeted intervention that speaks to his specific skill deficits (tier three).**

**Based on assessment data, students are tiered as to the intensity of interventions needed. Decisions are also made as to what professional development is to be planned to meet the current needs of students and staff. Teachers and administration attend many trainings including a training focused on using the Data Reporting System. This continuing training is vital so, as a team, we can fully understand how to utilize the data.**

**A new reading series, Wonders, was added to our curriculum and training in using Wonders took place so teachers could use all of the support pieces that are built into the series. Classroom teachers, the Title 1 teacher, and para-professionals all attended the training. Diagnostic tools built into Wonders are used to help with placement of student within the correct small groups. Benchmarks can be given 3 times a year and progress monitoring is utilized for Tier 2 instruction. A multitude of resources are available and alternative assessments can be used for those students at the “approaching” level. Many of the resources can be used to support and scaffold within the Title 1 program.**

**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.*

**The Annual Title 1 meeting was held on August 16, 2016 before the Annual Open House. Invitations were sent in the parent packet with the necessary school forms and information.**

**Parents were given time to visit with the Title 1 teacher about concerns and suggestions both during and after the meeting.**

**The Title 1 teacher was available during the fall and spring parent/teacher conferences to visit with parents and provide resources to support the learning environment at home.**

**Parent surveys were available to parents at parent/teacher conferences. The Title 1 teacher personally invited and encouraged parents to provide feedback through the surveys, and she collected them when they were completed. A group of parents and teachers was put in place to review**

**the surveys and make decisions based upon the results.**

**School-wide surveys are given frequently to parents, students, teachers, and stakeholders. The information gathered is used in a variety of ways including goal setting, curriculum development, professional development, and staffing.**

**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 school improvement plan addresses strategies, resources, and interventions to ensure student success. Disaggregated data is used to shape the action plans and verify the needs of students.**

**Data is continually reviewed at weekly meetings. Based on the data, strategies are planned and interventions are put into place to ensure success for all students.**

**Some of the strategies put in place include collaboration time for teachers, Success For Learning which gives students one-on-one time with teachers and paras for additional support, MTSS/RTI meetings, and the need for a new reading series.**

**Professional development opportunities are arranged to meet the needs of students and staff.**

## **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.*

**Research on effective teaching and instructional programming was studied and applied based on MTSS/RTI. The data team analyzes the data from all of the given assessments and determines interventions that would be most beneficial for each student and grade level.**

**Strategies are planned and implemented to improve achievement. Some of these strategies include collaboration time for teachers, Success For**

**Learning, and Data team meetings. The Title 1 teacher and paraprofessionals provide necessary support for any student that is at risk of not meeting academic standards.**

**The curriculum at Potter-Dix is aligned to the Nebraska Learning Standard. Time is given to staff for curriculum development. The curriculum is continually updated based on the changes to the standards and student needs.**

**Weekly collaboration time is built into the schedule so all teachers can share strategies, resources, and efforts put in place to help the struggling students. Since our school is very small, teachers can easily share support systems that have been proven successful in the past for certain students. This collaboration time is essential to the success of our students.**

**Students found to be below proficient, according to recorded data, will be given additional support through the MTSS process. This can include one-on-one help, pre-teaching, re-teaching, scaffolding, differentiation, and additional resources.**

**Success For Learning will be continued so those students that need extra help with math and reading may have one-on-one time with a teacher or paraprofessional Friday afternoons after the other students are dismissed.**

**The Title 1 teacher and paraprofessionals will work with the students in one-on-one situations, small groups, and in the classroom based on their individual needs.**

### **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.*

**All instructional paraprofessionals at Potter-Dix Public Schools have met ESEA requirement through either having earned an Associate's or Bachelor's degree, or by having taken courses through E.S.U. #13 or NDE. On-going professional development is also offered by the District by**

having the paraprofessionals attend staff meetings or trainings hosted by the District, attending the E.S.U. #13-wide professional development day, and the State Paraprofessional Conference held in Kearney each fall.

#### 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.*

**Research based professional development is utilized throughout the school year to give support and training to all staff. Information about professional development opportunities is freely shared and teachers are encouraged to attend trainings based on the needs of the students and staff as determined by teachers, data teams, and administration.**

**Professional development will be held at the beginning of the year and in February for all teachers and paraprofessionals. Other professional development opportunities will be varied throughout the year and tailored to the needs of the students and staff. This will include opportunities for growth in numerous areas such as technology training, Text Dependant Analysis, Check4Learning, digital citizenship, and Wonders Reading Series. Professional development includes workshops, trainings, conferences, and onsite visits that are based on the needs of the staff and students.**

#### 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 given to all parents of elementary students the first week school. Parents were given time to review the compact and make any suggestions for changes as well as set up a time to discuss the compact with the Title 1 teacher.**

**During the school year a group of parents, teachers, support staff, and administration was put in place to review and make decisions based on the suggestions that were offered. A list of questions was assembled and parents were surveyed at parent-teacher conferences.**

**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 Title 1 Parent and Family Engagement Policy was developed by parents and teachers. A meeting was held at the beginning of the year to discuss parental engagement and activities for the upcoming school year.**

**The first Title 1 meeting was held on August 16, 2016 at 6:00pm before the elementary open house. All parents that attended the open house participated in the meeting. The Title 1 policy was discussed and changes were suggested. Parents were given information about the purpose of Title 1 as it relates to their child and the school. The Title 1 teacher explained that all students in our building may receive additional support in math and reading throughout the year. Parents were given time to ask questions, give suggestions, and meet with the Title 1 teacher.**

**A second meeting was held during the spring semester parent-teacher conferences to review the policy and plan future family learning activities.**

**Since communication with parents is essential, the school uses a wide variety of communication methods. Teachers use Remind and have parents sign up for notifications during the open house and first week of school. Notes about schedules, academic projects, and classroom activities are sent home. Smilebox is used to send videos of student presentations to parents and guardians. Information is shared online through Twitter, PDCoyotes.org, and the announcements as a way to connect with parents about upcoming items of interest such as field trips, conferences, and assignments. The school website is also a great resource for parents where they can access calendars, important messages, the school handbooks, school board policies, and numerous other items of interest.**

**When discussing specific students, teachers and parents frequently use email, texting and personal phone calls. The lines of communication are always open and encouraged.**



**5.3**

*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.*

**Students, parents, and family members are invited to the annual open house that is held the night before school starts. Invitations are sent out at the end of the summer in the packet of papers for the new school year. All parents in the district receive a phone call reminding them of the open house and Title 1 meeting. At the meeting they receive important information about Title 1, Success For Learning, the school calendar, classroom schedules, curriculum, and an invitation to join the Coyote Pup Club.**

**The Annual Title 1 Parent Meeting was held on August 16, 2016 at 6:00pm before the elementary open house. The Title 1 Policy was discussed and parents were encouraged to become involved in program activities that help foster the school/home relationship. Parents were informed of the services provided through Title 1 and given time to meet with the Title 1 teacher to discuss the program.**

**Parent/teacher conferences are held twice a year and parents are encouraged to communicate with the teachers throughout the year through school email and telephone.**

**A resource table was set up at conferences to encourage parents to play educational games with their children at home. Supplies, suggestions, and directions were handed out. Resources included ways to help emerging readers, dice games to help with number sense, and helpful hints for homework.**

**The Coyote Pup Club encourages all families to join the club and be involved in meaningful activities through the school.**

**There are numerous opportunities for all parents and families to become involved in activities at school. Some of these include...**

- Open House**
- Parent/ teacher conferences held twice a year**
- Christmas and Spring concerts**
- Pup Club Family BINGO night**
- Volunteer to help with Destination Imagination**
- Help with Jump Rope for Heart**
- Attend the Spring Fun Day/Track Meet**

- Have lunch with their child several times throughout the year
- Family Pumpkin Decorating Contest
- Required reading time at home for Book It
- Public performance of the Destination Imagination teams

## 6. Transition Plan

<b>6.1</b>	<p><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></p> <p><b>An Early Intervention program serves children from birth to age 4 with evaluations and home visits.</b></p> <p><b>Throughout the school year the Kindergarten teacher coordinates with the preschool staff at Potter-Dix Early Learning Facility to help transition students to Kindergarten.</b></p> <p><b>Incoming Kindergarten students are invited to participate in Kindergarten Round Up in the spring where the parents can hand in documentation needed for enrollment, and the incoming kindergarten students can visit the classroom and tour the school. Students are exposed to the Kindergarten room and activities, and they meet and interact with the teachers and support staff.</b></p> <p><b>Local preschool students are invited to participate in pep rallies, youth activities, and camps held at the school throughout the year.</b></p>
<b>6.2</b>	<p><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></p> <p><b>Although the elementary and junior high/high school building are in separate towns, we strive to make the transition from sixth grade to seventh grade as smooth as we can. The sixth grade students are routinely exposed to the Jr. High building, students, and teachers at assemblies and activities throughout the school year. Through this exposure they learn the layout of the building, become familiar with the</b></p>

teachers, and feel comfortable with the older students. At the first assembly each elementary class is paired with a “buddy class” from the junior high and high school. At all of the following assemblies the classes sit with their “buddies.” This give the students a sense of security and allows them some familiarity.

During the second semester, the guidance counselor provides lessons and discussions that are centered around middle school concerns. This helps ease the transition .

Orientation is held in the spring so the sixth grade students can tour the classrooms, meet with the teachers, discuss the schedule, and experience a day at Jr. High. Before school starts in the fall there is another orientation for students and parents. During this time policies, handbooks, schedules, and activities are discussed.

Youth activities, that are sponsored by the Jr. High/ High School, are encouraged and well-attended by the upper elementary students. These activities may be cheer days, basketball leagues, and fun days. The Pup Club sponsors a special section of the stands during volleyball, football, and basketball games. The “Pup Den” is a place where the elementary students can sit and cheer on our Coyotes. Students that sit in the area are given a coupon for popcorn and a drink and offered face paint and pom poms. The Pup Den has become a wildly popular place for our elementary students to sit during the games. This exposure helps relieve the anxiety of going to junior/senior high for our students and the high school teams appreciate the enthusiasm of the younger students.

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>
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>

## 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>
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**Data will be analyzed and observations made to determine the specific needs of each student. Services are provided to help students meet the standards set at the district and state levels. The Multi-tiered Support System serves as a comprehensive guideline for the support given to the students. These supports include one-on-one time during the day and during Success For Learning on Friday afternoons, extra support within the classroom and in small groups.**

**Teachers, paraprofessionals, Title 1, and SPED staff will work together to determine a course of action that is best suited to the needs of the students.**

**Along with data, recommendations from teachers and parents are used to determine when students will receive help in the areas of math and reading.**

**Other specialists will assist students with specialized needs. These include occupational therapists, vision therapists, physical therapists, speech therapists, and the elementary guidance counselor.**

**Although we are a very small school, we strive to provide enrichment activities for our students. These activities include Destination Imagination in which students can participate in teams to creatively solve problems. Roughly one-fourth of our students choose to participate in DI. Community resources provide additional opportunities for learning. Volunteer firemen host an assembly about fire safety for the elementary students. The Scrub Club visits the younger classrooms to demonstrate proper handwashing techniques. The High School students sponsor Jump Rope for Heart for the elementary students.**

## **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</i>
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*corresponding folder.*

**Title I funds are used to pay the salary and benefits for our Title I teacher. A set aside is also part of the Title I grant that the District is responsible for. The set aside funds are for professional development of teachers and/or paraprofessionals.**

**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.*

**Although we are a small rural school, comprised of two small villages, we utilize many community resources to support student learning. Some of these include the following...**

**Volunteer firemen present an assembly during Fire Prevention Week.**

**The Panhandle Rural Health/Scrub Club visits the younger grades to teach proper handwashing.**

**The Sidney Library brings the Bookmobile to school every two weeks so the students can check out a variety of books.**

**The fourth grade class attends Flowerfield, a one-room schoolhouse in Banner County. They travel back in time to attend a Pioneer school for the day.**

**We have a partnership with the Foster Grandparent Program. Grandma Karen has volunteered in the school for over 10 years. She assists students and gives much-needed support in the classroom .**

**Second grade attends Safety Day where they learn valuable lessons about water, electrical, and farm safety.**

**Fourth grade attends Groundwater Festival that is hosted by the South Platte Natural Resources District. They learn about protecting our groundwater.**

**Jump Rope for Heart is put on by the Potter-Dix senior class and our small school raises over \$5,000 for this organization year after year.**

