

# 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:	Wayne Community Schools
County Dist. No.:	17
School Name:	Wayne Elementary
County District School Number:	17
Building Grade Span Served with Title I-A Funds:	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:	Russ Plager
School Principal Email Address:	ruplage1@waynebluedevils.org
School Mailing Address:	312 Douglas St. Wayne, NE 68787
School Phone Number:	402-375-3854
Additional Authorized Contact Person (Optional):	Jean Steen
Email of Additional Contact Person:	jesteen1@waynebluedevils.org
Superintendent Name:	Mark Lenihan
Superintendent Email Address:	malenih1@waynebluedevils.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.	X Yes <input type="checkbox"/> No
---	-----------------------------------

<p style="text-align: center;"><b><u>Names of Planning Team</u></b> <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p style="text-align: center;"><u>Russ Plager</u> <u>Jean Steen</u> <u>Ashley Hoffman</u> <u>Jean Dorcey</u> <u>Laura Hochstein</u> <u>Jodi Lutt</u></p> <p style="text-align: center;">_____ _____ _____ _____ _____</p>	<p style="text-align: center;"><b><u>Titles of those on Planning Team</u></b></p> <p style="text-align: center;"><u>Principal</u> <u>Assistant Principal/SPED Director</u> <u>Title Teacher</u> <u>Title Teacher</u> <u>EL Teacher</u> <u>2nd Grade Teacher</u></p> <p style="text-align: center;">_____ _____ _____ _____ _____</p>
--	--

<b>School Information</b> <i>(As of the last Friday in September)</i>
--

Enrollment: 477	Average Class Size: 21.6	Number of Certified Instruction Staff: 32
<b>Race and Ethnicity Percentages</b>		
White: 77    %	Hispanic: 18    %	Asian: 0    %
Black/African American: 1    %	American Indian/Alaskan Native: 1    %	
Native Hawaiian or Other Pacific Islander: 0    %	Two or More Races: 3    %	
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 40    %	English Learner: 9    %	Mobility: 6.92    %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
MAP	
Aimsweb	
Surveys	

***Please write a narrative in each box below to correspond to the Rating Rubric.***

*Upload PDF documentation in corresponding folder onto NDE “Landing Page” within Microsoft/SharePoint 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>Administration and school board members meet for a Board Retreat annually to analyze data. Using this information, the School Board reevaluates the district goals to make sure they are aligned with the needs of our district. Wayne Elementary utilizes an MTSS system that directly addresses the district academic goals. In order to implement this MTSS system with fidelity, the administration, reading interventionist, and instructional coaches meet with members of the ESU. They provide training in the interpretation of our data, as well as assist in planning for our at-risk-students. This process helps us to determine next steps, including continuing a given intervention, adding additional supports, changing an intervention, or exiting a student from the provided intervention. The administration, ESU, and MTSS team is currently working on improving our Tier 1 instruction in the area of literacy. We have collaborated to create Tier 1 supports for our students to decrease the amount of at risk students in our school. This has resulted in more intentional instruction through small groups, vocabulary templates, phonics templates, a writing scope and sequence, intentional WIN time groupings, and Tier 1 fluency practices. This group has also decided to dedicate 40 minutes per day for WIN time. This is a differentiated block of time that includes grouping students based on data to meet their needs in the area of literacy. Our Title/MTSS teams are currently making plan to administer the M-CAP and M-COMP assessments for math to identify at-risk students. We then will create a schedule that allows our interventionist/paras to push into the Tier 1 math classroom.</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>In 2021-2022, WCS went through a strategic planning process that included a parent/community survey as well as community meeting to identify needs of the district. The information is being used by the school board and administration to make quality decisions about the next steps the school district needs to take. Our parents are also able to provide feedback during WEB meetings, Parent Nights, and Title Nights. We are currently working to increase our involvement of parents on our PBIS and MTSS teams in the elementary.</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>

Explicit Instruction: All staff members were trained in explicit instruction before the 2021-2022 school year. We continue to look for opportunities to provide professional development refreshers for our staff.

Tier 2 Interventions: Continuous training is provided to interventionists to ensure quality interventions occur. WIN Time provides 40 minutes of reading interventions to support struggling readers. Students with language needs also receive additional language interventions.

Templates: All staff members were trained in the delivery of the critical content before the 2021-2022 school year. We continue to look for opportunities to provide professional development refreshers for our staff.

Writing Scope and Sequence: We used the 2021-2022 school year to develop a writing scope and sequence for our students.

Math Curriculum Adoption: We went through a math curriculum adoption cycle during the 2021-2022 school year. We will adopt HMH Into Math. The staff is currently working towards Tier 1 implementation of the curriculum. We are also looking at adding benchmarking for math, and push in math supports.

Data Meetings: We have data meetings every 8-10 weeks to monitor the progress of our literacy program. We follow decision rules created by our MTSS team to determine if a student continues, exits, or has a change of groups.

## 2. Schoolwide reform strategies

**2.1**

*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.*

Wayne Community Schools uses data to make intentional decisions about how to provide proper instruction to all students. The school district utilizes an MTSS process to systematically provide at risk students with the support they need. This process matches students with proper Tier 1, Tier 2, and Tier 3 level support. In addition, we provide our students with a comprehensive counseling program. Tier 3 counseling is also provided to students within our building through a referral process.

## 3. High quality and ongoing professional development

**3.1**

*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.*

All instructional paras meet the ESEA/ESSA requirements and receive introductory and ongoing training that focuses on the needs of the students. The first training the paraprofessionals receive is CPI training. This training is an intentional training that is committed to best practices and safe behavior management methods that focus on prevention. Through a variety of specialized offerings and innovative resources, CPI educates and empowers professionals to create safe and respectful

work environments. This enables professionals to enrich not only their own lives, but also the lives of the individuals they serve. Additionally, paraprofessionals receive training in the intervention they are implementing, receive ongoing training, and receive feedback from coaches on how they are implementing the intervention.

In the area of literacy, Wayne Elementary has worked diligently to implement research based instruction centered around explicit instruction. We have a focus on Tier 1 engagement strategies, small group instruction, research-based fluency practices, and providing students with appropriate interventions at the Tier 2 level.

WCS implemented 2:00 dismissals on Wednesdays to provide professional development opportunities for staff. At least monthly, staff receive PD on classroom management strategies. Other PD sessions are reserved for school improvement and building level PD.

#### 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 Wayne Community Schools, school-parent compact was jointly developed by teachers and parents. The school-parent compact is located in the back of our student handbook. At the beginning of each school year, students and parents are to read the handbook and then return the compact. The student-parent compact is reviewed annually when reviewing the school-wide title program. The team includes elementary parents.</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>Each spring, the Title 1 program will assess and review, through the consultation with parents, the effectiveness of the program and re-design strategies for improvement. Opportunities are given to parents to be involved in the feedback process in order to improve policies and procedures that will continue to support our students.</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>The Title 1 parent meeting was conducted during the beginning-of-the-year parent night on August 16th. During this meeting, our principal and Title 1 teachers informed parents about our Title 1 program, how students qualify for Title services, and what interventions and supports we provide to students who qualify. Parents were also educated on what it means to be designated as "school-wide Title" and who to contact if they feel their child is in need of additional support. Handouts were translated for parents and the presentation was provided in a translated version. We also provided a translator to deliver the parent night meeting in Spanish in a small-group setting. Strategies to increase family and parent engagement include a Family Literacy/Art Night and a Family Math/Science night. At these events, children participate in hands-on academic activities, alongside their parents and siblings. Teachers are encouraged to communicate regularly with parents through the use of classroom calendars, newsletters, and take-home folders. Progress monitoring reports are sent home monthly to keep parents informed on the progress their child(ren) is making as a result of Title interventions.</p>	

--

## 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>When new students arrive at Wayne Elementary, parents are given a packet that contains information about the student that needs to be completed and returned. School secretaries introduce the parent(s) and student(s) to the principals, counselor, and their teacher.</p> <p>Kindergarten roundup was held on March 3rd this year. The school works with all preschools in town, including Head Start, private preschools and The Early Learning Center. Parents bring their children into the school, check-in, and take their children to the kindergarten rooms. The kindergarten teachers provided activities for the children while the parents were introduced to the principal, assistant principal, and counselor. The principal spoke with the parents about the transition into kindergarten, what needs to be completed, and what next year will look like for their children. The kindergarten teachers then spoke to the parents about what their classrooms will look like and what their students will be doing next year. Prior to kindergarten roundup, the school principal visits all of the preschools in town and read stories to the students, in order to get to know them better. Finally, a letter about kindergarten roundup was sent home to parents and given to the preschools around town.</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>Teachers in each grade level meet with each other at the end of the school year to discuss students that are leaving their classroom and students who are coming into their classroom. Prior to this meeting, a transition form is filled out by the classroom teachers for any students with academic or behavior concerns. They talk about supports, services, and plans that are in place for the students to succeed. They also talk about academic and behavior skills and goals. The 6th graders attend a 7th grade orientation at the junior high to meet their teachers for the next year, find their locker, and get acquainted with the building. Resource students are taken to the junior high again to visit with their teachers, find their lockers, practice their locks on their lockers, and find their classrooms. During Guidance, the school counselor shares information about activities offered at the junior high level. In May, the Guidance Counselor visits with teachers to share the SAT records, as well as update them on the specific needs of incoming students.</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>A "homework zone" is available to all students after school each day to provide additional academic support. The Special Education students in 4th through 6th grade have an opportunity to attend after school study hall from 3:20 to 4:00 in the special education room. Kindergarten through 2nd grade ELL students receive both ELL interventions and reading interventions. HAL students have the opportunity to participate in "Math Circles". Finally, the school district has implemented an after school program</p>	

called Wayne Kids Club that works on a sliding scale to ensure that all students have the opportunity to increase their learning time.