

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 and Wayne Early Learning Center
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:	Andi Diediker
School Principal Email Address:	andiedi1@waynebluedevels.org
School Mailing Address:	Wayne Elementary School 312 Douglas St. Wayne, NE 68787 Wayne Early Learning Center 903 W. 7th St. Wayne, NE 68787
School Phone Number:	402-375-3854 (Elementary) 402-833-1450 (Early Learning Center)
Additional Authorized Contact Person (Optional):	Courtney Maas
Email of Additional Contact Person:	comaas1@waynebluedevels.org
Superintendent Name:	Mark Lenihan
Superintendent Email Address:	malenih1@waynebluedevels.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

The Schoolwide Plan is available to the School, Staff, Parents, and the Public.		X Yes <input type="checkbox"/> No
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p style="text-align: center;"> <u>Andi Diediker</u> <u>Courtney Maas</u> <u>Ashley Hoffman</u> <u>Jean Dorcey</u> <u>Lindsey McLaughlin</u> <u>Allie Davis</u> <u>Carrie Wendte</u> <u>Paige Milliken</u> </p> </div> <div style="width: 45%;"> <p><u>Titles of those on Planning Team</u></p> <p style="text-align: center;"> <u>Gr. 3-6 Principal</u> <u>Gr. K-2 Principal</u> <u>Title I Teacher</u> <u>Title I Teacher</u> <u>Parent</u> <u>Parent</u> <u>EL Teacher</u> <u>EL Newcomers Teacher</u> </p> </div> </div>		
School Information <i>(As of the last Friday in September)</i>		
Enrollment: 487	Average Class Size: 20.3	Number of Certified Instruction Staff: 31
Race and Ethnicity Percentages		
White: 78.2 %	Hispanic: 17.6 %	Asian: 0.4 %
Black/African American: 0.0%	American Indian/Alaskan Native: 0.6 %	
Native Hawaiian or Other Pacific Islander: 0.8 %		Two or More Races: 2.3 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 39 %	English Learner: 9 %	Mobility: 2.31 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
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

1.1	<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 utilize the Strategic Planning Process 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.</p> <p>Our Title/MTSS teams used MAPs data to determine which students would take the M-CAP and M-COMP assessments for math to identify at-risk students. We created a schedule that allows our interventionist/paras to push into the Tier 1 math classroom. Our interventionists help students in the math classroom stay on task, fact practice, and provide small group instruction.</p> <p>We used EdReports to determine which high quality instructional materials would be part of our math curriculum adoption process. We also utilize SEL data (DESSA screener) to determine at risk students and supports to implement.</p>
1.2	<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 2023-2024, 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 added parents to our PBIS team in the elementary. We are currently working to increase our involvement of parents on our MTSS teams in the elementary. In 2023-2024 we adopted an SEL screener, DESSA, that assisted us in increasing parent participation.</p>
1.3	<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>Explicit Instruction: All staff members were trained in explicit instruction before the 2025/2026 school year. We continue to look for opportunities to provide professional development refreshers for our</p>

staff. ESU is providing monthly professional development sessions for our teachers as we implement a new math curriculum. The teachers are learning strategies that best support Tier 1 instruction in the general education classroom.

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. Some students receive pull out Tier 2 support in math.

Templates: All staff members were trained in the delivery of the critical content before the 2025-2026 school year. We continue to look for opportunities to provide professional development refreshers for our staff.

Math Curriculum Adoption: We went through a math curriculum adoption cycle during the 2021-2022 school year. We have adopted HMH Into Math. ESU is providing monthly professional development sessions for staff in the Tier 1 implementation of the curriculum. We have added benchmarking and push in math supports. Grade levels have reserved time to plan and collaborate.

Reading Curriculum Adoption: Prior to the 2024-2025 school year, we went through a reading curriculum adoption cycle. We have adopted Wonders 2023. We recently received an online training from McGraw Hill on the implementation of this program. Teachers may use their PLC planning time to focus on the implementation of the program.

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.

We have extended para educator hours to full time. This allows us to utilize them in extended capacities for WIN and math intervention support.

During the 2022-2023 year, our teachers created instructional calendars for math. These have been updated yearly and shared on our school website.

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 in literacy, math, and SEL. This process matches students with proper Tier 1, Tier 2, and Tier 3 level support. Tier 3 counseling is also provided to students within our building through a referral process. This comprehensive counseling program is provided through Sanford Harmony, social skills groups, and Heartland Counseling.

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.

In the area of math, at the Tier 1 level, we are providing in class support for a limited number of students.

In 2021-2022 WCS implemented 2:00 dismissals on Wednesdays to provide professional development opportunities for staff. This year, we continue to focus on our PLC process. We meet monthly as a district MTSS team, building level MTSS team, and PLC teams to collaborate with grade level teams, Title 1, Special Education, and our English Language teacher. Additionally, staff receive time to plan for instructional calendars in the area of math.

4. Strategies to increase parent and family engagement

4.1	<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>
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.	
4.2	<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>
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.	
4.3	<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>
The Title 1 parent meeting was conducted during the beginning-of-the-year parent night on Tuesday, August 19, 2025. 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. IRIPs are provided for all students K-3. They are mailed home, then signed and returned to school. 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, a Family Math/Science night, and Health and wellness Family 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.

5. Transition Plan

5.1	<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>This year, Kindergarten roundup was held in August so that it could be held at the new Early Learning Center. The school works with all preschools in town, including Head Start and private preschools. 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> <p>During monthly collaborative PLC meetings, the kindergarten and ELC teachers meet to plan for student transition into Kindergarten.</p>
5.2	<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><u>Preschool/Kindergarten Transition:</u> During the third quarter of the school year, the building principal visits all area preschools and reads aloud to these students. This gives the preschool students an opportunity to start building a relationship with the elementary school, as well as provide them with an opportunity to ask questions. Typically our kindergarten roundup event is held at the elementary school shortly after these visits. This year, roundup was held in August so that it could be held in the new ELC building. Future kindergarteners are able to meet the current kindergarten teachers, and their parents are provided with information pertaining to starting school in the Early Learning Center. In addition, preschool teachers are collecting skill/academic data that will be shared with the kindergarten teachers so that they are able to plan accordingly in order to best meet their students' needs the following year. When students have been identified for special education services during their preschool years, a kindergarten teacher attends the IEP meeting in order to best come up with a plan that helps them to smoothly transition into kindergarten.</p> <p><u>Yearly Transition:</u> At the end of the school year, classroom teachers complete "transition forms" for students that may need additional support both academically and/or behaviorally. On these forms, teachers indicate student strengths, areas of concern, as well as supports and plans that have been successful in the past. During pre-inservice days prior to the next school year, teachers in each grade</p>

level meet with the teachers a grade-level above and a grade-level below to share this information and provide a time for discussion.

At the end of the fourth quarter, students have the opportunity to meet their next teacher, begin building a relationship with them and become familiar with the new classroom. This elevates anxiety on the first day of school for teachers and students.

Building Transition: The 6th graders attend a 7th grade orientation at the junior high where they meet their teachers for the next year, locate their locker, and get acquainted with the building. Resource students are given an additional opportunity at the junior high to build relationships with their teachers, locate lockers, practice opening lockers, and become acquainted with the junior high building. During Guidance, the school counselor shares information about activities offered at the junior high level. In May, the SAT Coordinator facilitates conversations with teachers to share the SAT records, as well as answer questions about the specific needs of their incoming students.

Initial conversations to improve the transition from 6th grade to 7th grade have begun. Conversations currently taking place include the use of locks on lockers, potentially running on a bell schedule, assigning class schedules rather than homerooms, etc.

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

Homework Zone is available to all students after school each day to provide additional academic support. Homework Zone can be on a daily teacher-recommended basis or each day to receive homework support and/or additional practice on unmastered skills. Kindergarten through 2nd grade ELL students receive both ELL interventions and reading interventions. HAL students have the opportunity to participate in "Math Circles" in grades first-second to provide an extension to their regular classroom math instruction. Third-sixth grade students, who qualify for HAL, have opportunities to attend field trips and monthly STEM activities to enrich their daily learning. We also partner with Wayne State college to provide Math activities for HAL students biweekly. Finally, the school district has implemented an after school program called "Wayne Kids Club" that works on a sliding scale to ensure that all students have the opportunity to increase their learning time. Wayne Kids Club allows students to further their learning through additional practice on skills and STEM activities in grade level bands of students.

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1

Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)