

# Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education  
County District School Number in the table below.

Date of Review:	3-5-2024
District Name:	Wheeler Central Schools
School Name:	Wheeler Central Elementary
County-District-School Number: XX-XXXX-XXX	92-0045-002
Grades <b>Served</b> with Title I-A Funds: (PK is rarely served)	K-6
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes    x No
Summer school program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes    x No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Makayla Reiter
School Principal Email Address:	mreiter@wbroncs.org
School Mailing Address:	600 W. Randolph St. P.O. Box 68 Bartlett, NE 68622
School Phone Number:	308.654.3273
Additional Authorized Contact Person (Optional):	Shawna Schlenger, Title I Coordinator
Email of Additional Contact Person:	sschlenger@wbroncs.org
Superintendent Name:	Daniel Kluver
Superintendent Email Address:	dkluver@wbroncs.org

<u>Names of Planning Team</u> <i>(include staff, <b>parents</b> &amp; at least <b>one student</b> if <b>Secondary School</b>)</i>	<u>Titles of those on Planning Team</u>
<u>Chelsea Sallach</u> <u>Makayla Reiter</u> <u>Shawna Schlenger</u> <u>Emily Norrell</u> <u>Shari Lovitt</u> <u>Braelynn Schlenger</u>      	<u>Parent</u> <u>Administrator</u> <u>Title I Teacher / Coordinator</u> <u>Title I Paraprofessional</u> <u>Classroom Teacher</u> <u>H.S. Student Rep</u>      

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 133	Average Class Size: 9	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 96.9 %	Hispanic: 2.2 %	Asian: %
Black/African American: 0.9 %	American Indian/Alaskan Native: %	
Native Hawaiian or Other Pacific Islander: %	Two or More Races: %	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 37 %	English Learner: 1.5 %	Mobility: 0 %

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

Confirm all Instructional Paras are Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--	---

**The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.**

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

## 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 curriculum, instruction, and assessment decisions.</i>
<p>The Wheeler Central students take the MAPS assessment in the fall, winter and spring and grades 3-11 take the NSCAS assessment in the spring of every academic year. Students are also assessed using Acadience Reading assessments in the fall, winter and spring of every year. We have School Improvement meetings built into our academic calendar and we use some of this time to look at the data from assessments and come up with an action plan for each grade level, identifying students that are at risk. Teachers are split according to grade levels and then review the data as small groups. Each group analyzes their grade level data and then identifies strengths, weaknesses, and implications for each category. Classroom teachers then utilize the data and action plan to target instruction to areas that are weak. Data from MAPS, Acadience Reading, NSCAS, etc. is also compared to assess whether the student is weak in an area across the board or if it was just one area on a certain assessment. We also use the information to target instruction for the students that are at risk and need Title I intervention or more classroom instructional support.</p> <p>We have worked closely with ESU 8 to create our MTSS plan and our first two years of implementation focused on strengthening our core reading program. We spent the last two years focusing on strengthening our interventions.</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.</i>
<p>We held the Annual Title I meeting on March 5, 2024 with our annual Family Literacy Night. We plan to move the Annual meeting to be held with our Back to School Bash in August.</p> <p>In years past during this event, we would ask parents to complete a survey targeting their input on the needs of the school. Parents filled out the survey and deposited them in a box on the table. Another survey link was also sent out in a mass text alert containing a live link for parents and community members to fill out. We had little response from that survey. The school also sent out a perceptual survey to students, parents, and community members.</p> <p>The results from the past surveys completed during our annual meeting indicated that most people had some understanding of the purpose and goals of our Title I program and how a child qualifies for assistance. The majority of surveys indicated that they would like more communication from the school and Title I teachers about Title I services, their child's progress in Title I, and what children must accomplish in order to exit from the Title I program. To provide this to parents, we have begun sending out progress monitoring reports more with report cards. We have also published articles in the school newspaper about Title I. Information is also shared on our school's website.</p> <p>We adopted PBIS in the summer before the 2021-2022 school year and have expanded from common areas to what PBIS looks like in the classroom. Part of this process surveyed parents, students and staff members about their perceptions of the needs of the school.</p>	
<b>1.3</b>	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
<p>Wheeler Central School is committed to an ongoing School Improvement Plan. Our vision is to work together in a positive, challenging environment, using various strategies to reach success. Our CIP goal is all students will</p>	

improve content area vocabulary knowledge with an emphasis on writing. This goal aligns with our MTSS plan and our ILCD-TIP. Areas of curriculum and school process are targeted for improvement and continuous review. Current areas are Reading, Math, Science and Social Studies. The continuous review process provides for professional development activities designed to help school staff provide instruction to impact student achievement. Wheeler Central is in year 3 of our School Improvement cycle. Continuous review process involves community members, parents, and instructional review. The school improvement process is aligned with the Title 1 Program. Students' achievement and school data will be compiled and used for assessment and for the Quality Reviews for the Title 1 Program. We complete our external review at the end of March and will then work to create a new CIP goal and start year one of the process again.

In the spring of 2003 Wheeler Central Schools joined with 11 other schools in our area to form Northern Tier Schools. This was done so the 12 schools could act as one district to report more reliable data to the state standards. Members from each school met and wrote a Northern Tier School Improvement Action Plan that will help students improve their reading across the curriculum. Wheeler Central School's Improvement Plan, as well as its Schoolwide Title 1 Plan and MTSS CIP plan supports the Northern Tier's Action Plan.

## 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.*

In 21-22, we adopted Core Knowledge Language Arts as the main reading program utilized in grades K-5, with 6th grade implementing novel studies into their program. Grades 6-12 are in the process of adopting Pearson's My Perspective reading program, hoping to be fully implemented in the 22-23 school year. Acadience Reading assessment is given three times a year to students in K-6. Acadience Progress monitoring is used to help track students' progress throughout the year to see if interventions are effective. After reviewing the latest MAPS test scores, NSCAS test scores, and conducting a standards review, it was decided to replace Saxon math with the Zearn math program in the 2020-2021 school year.

Strategies to address needs of all children, including those at risk:

1. Core Knowledge Language Arts is the main reading/language arts program in K-5 (Scientifically Based Program); 6th Grade utilizes Novel Studies and Pearson My Perspectives
2. Acadience Testing for grades K-6 (Scientifically Based Program) and then those that are identified as well-below the benchmark are placed on a Individualized Reading Improvement plan. Students are then grouped according to ability and placed into an intervention group to target their needs.
3. We have adopted high quality instructional materials intended for use as reading intervention, including the Barton System for Reading and Spelling, UFLI, Six Minute Solutions, Phonics for Reading, and Rewards.
4. Many of the elementary classrooms have smart boards or apple TV's in them and all are 1:1 with iPads for student use. Students are able to access programs such as Xtra math, Prodigy, IXL, EPIC (reading), Accelerated Reader, etc. for more practice in skills.
5. The 7-12th grade students are involved in our school's 1:1 laptop initiative.
6. Our media specialist assists elementary students with their library and computer skills.
8. In the Spring of 2010 preschool was offered at Wheeler Central School. For the 2018-2019 school year, we implemented a full day program for students entering kindergarten the following year. Students in the half day program attend 4 days a week for 4 hours a day and those in the full day program attend four full eight hour days. Breakfast and lunch is offered along with 1 healthy snack.
9. The School Improvement team meets once a month to discuss needs of students based on assessment data and provide targeted professional development to help meet the needs of all students.
10. The Junior High and High School teachers have implemented a Homework Club. Homework Club is held right after school and members are chosen by previously not turning in homework. This has helped students learn to manage their time wiser and make homework a priority. Elementary teachers and staff are also

available before and after school hours for students on an as needed basis. The elementary school has also implemented a Homework Club similar to what is used in the Jr. & Sr. High School.

11. An ACT study program by John Baylor is offered to our Sophomore, Junior, and Senior students. This helps prepare them for the ACT.

12. A Schoolwide Title 1 coordinator/teacher's responsibility is to implement the Schoolwide plan, to monitor implementation, document evidence of success, make adjustments as needed, be responsible for following Title 1 regulations and also submit the Schoolwide plan for the following years to come. A committee is formed to assist the Title 1 teacher in assessing the plan and suggesting strategies to improve the plan.

4. We have added IXL, a program to target specific skills aligned with state standards, as an addition to the current curriculum being utilized. Students have access to this program in the classroom and at home.

6. The MTSS team is working together to create our MTSS process and will then bring it to the rest of the staff when ready. We are working to implement a common intervention time and common planning time into the daily schedule.

7. All elementary students participate in weekly guidance counseling groups using Second Step within their classroom, providing them time to work with students on social-emotional skills, making good choices, and other character education programs.

8. Students in grades k-6 participate in the Accelerated Reading program. Students are encouraged to read and meet quarterly goals. Prizes are awarded for each milestone met throughout the school year and students are awarded with an AR party at the end of the school year. Books in the library are separated by reading levels and students are assisted by their teacher, the media specialist or para to find books in their reading levels.

9. Wheeler Central started a Teammates mentoring program during the 2018-2019 school year. This program is available to all students, grades 3-10. Teammates coordinators match our mentors with mentees based on a variety of categories and then students meet with their mentor during the school day for 30 minutes each week. This gives students access to another positive role model in their lives!

This plan is monitored and revised during school improvement meetings and throughout the school year when the need arises.

### 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.*

Our elementary paraprofessionals have completed the Project Para Training or are working on completing the para training required by No Child Left Behind/ESSA. They are also encouraged to participate in ongoing training opportunities on their own and with the rest of the teaching staff. They often attend the statewide annual paraeducator conference and paraeducator training offered through ESU 8. All participate in ongoing training opportunities and staff development with the rest of the teaching staff.

Wheeler Central Schools has 20 certified faculty members with 44% of these having a Master's Degree 100% of the elementary teachers have an endorsement in elementary education. In the secondary grades over 80% of the instructional units are provided by teachers holding the appropriate endorsement. Average years of experience in teaching are 15.9 years. Experienced teachers are involved in out-of-school time for mentoring. Recruiting efforts are based upon student needs and are examined in relation to qualifications of present staff. Staff meetings are regularly scheduled for Wednesdays after school & monthly all-staff school improvement meetings. In-services are held with all staff members to address student needs and assessments and modifications. Some teachers are shared between the elementary and the high school.

Examples of professional development for teachers and aides are attendance and participation at workshops such as: CKLA Instructional training, Zearn Math PD, LETERS (Volume 1 and Volume 2), Marzano vocabulary training, Anita Archer Vocabulary workshop, Nebraska Literacy Conference, ESU #8 Title I workshops, Acadience training workshops, Title I Parent Involvement Conference, Vocational Conferences, Technology Workshops, Nebraska Associated for Gifted conference, Nebraska ASD Network Conference, and all active staff participation

in the Continuous School Improvement Process, correlated with state standards. Several staff members also attended the Executive Function Series offered through ESU 8.

#### 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.</i>
<p>Parents have been included in developing and implementing the schoolwide plan. The parents received information through the school newsletter, parent conferences, etc. During parent conferences parents were given the opportunity to view and revise the Parent Involvement Policy. Parents and community members are also given the opportunity to view the compact during our Annual Title I meeting and at Family Literacy night. Parents are asked for input during the Title I Annual meeting and during parent-teacher conferences.</p> <p>At the start of each new school year, a copy of the compact is mailed to each family in the beginning of the year packet. Parents are asked to review the compact with their child and then both parents and students are asked to sign and return the compact with the rest of their paperwork.</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.</i>
<p>In the fall of 2002 the Wheeler Central Staff and Administrators discussed the Schoolwide project for our school. After discussion, the staff and administrators agreed 100 percent to develop a Schoolwide Title 1 plan. Mr. Hoesly, Superintendent, informed the board of education of our intentions to develop a Schoolwide Title Program. Parents were informed of our intentions to develop a Schoolwide program at the fall and spring parent conferences. Parents were invited to be a part of the committee that developed the Parent/Family Engagement policy.</p> <p>The Title I Parent and Family Engagement Policy is shared and reviewed at the annual Title I meeting and is updated, as needed.</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.</i>
<p>This year's meeting was held on March 5, 2024 along with our Family Literacy Night. The event was posted on our school's Facebook page, school website, and posters were hung up around at area businesses. Flyers were also sent home with each student. Families came and took part in literacy games and activities following the meeting. Parents were given a link or a QR code to scan and complete the annual survey on a Google form. The link was also pushed out through a blast on our communication system and posted on our school Facebook page.</p> <p>Parents are also invited to review the Title I plan and discuss the Title I program at both fall and spring parent-teacher conferences.</p> <p>We held last year's annual Title I meeting on December 6, 2022.</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>Transition for Preschool and Kindergarten</p> <p>The 2nd semester of 2009-2010 school year, a preschool was started at Wheeler Central for children ages 3 and 4. In 2018-2019, Wheeler Central extended the preschool day to four full days a week, available for students entering kindergarten the following year. Throughout the year, preschool students participate in</p>	

multi-age activities with the other grades in our building (kindergarten, 1st and 2nd). During this time, students are able to become familiar with other teachers and students in the building.

Each spring we hold a Kindergarten Round Up. The students who will start Kindergarten in the fall are invited to spend the morning with the existing Kindergartners. Parents are invited to attend an informational meeting and fill out any paperwork necessary for kindergarten entry. Our school nurse, administration, school counselor and local health department are available during the parent meeting to answer any questions.

#### New Student Orientation and Transition Plan

Students transitioning during K-6th grade levels are ongoing through activities with other grade levels and monitored by elementary teachers. Parents have input through letters as well as conferences. The Sixth grade class goes to the 7-12 building for part of their daily classes, so they are familiar with some of the classrooms and teachers before entering seventh grade. They also hold a talk time with some of the upperclassmen where they can ask questions about what junior high and high school is like and the upperclassmen share stories and advice for incoming students.

Grades 7-12 transitioning includes registration of classes, review of credentials and career interests and counseling.

New student orientation plan includes a review of the student handbook with new students and parents and a walk through of the school. During the orientation the student and his/her family are encouraged to ask any questions and make the school aware of any special needs, such as physical, mental, religious, or cultural the student may have.

The school hosts a Back to School Bash the night before school starts, inviting families to come and bring their students to see their classroom, meet their teacher(s), and attend an informational meeting. Families are also invited to come enjoy a meal that is provided by the local banks and the school. Teacher assessments are in place after four weeks of school to review placements and/or any evaluations of students. All previous records of the students are reviewed for special needs and other assessments.

**5.2**

*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).*

#### Transition for 6th Grade Students moving to Junior-High/High School Building

Sixth grade students meet with the guidance counselor in the spring to discuss transition into Junior High. Sixth graders already attend Reading and Language in the high school building with one of the Junior High teachers. They also attend music in the high school building. The school counselor gives the sixth graders a tour of the Jr/Sr High building and introduces them to the teachers they will have next year. She also explains to them some of the things that will be expected of them in Junior High.

## 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.*

The Schoolwide plan utilizes assessment data to target student needs. Students considered at risk are then scheduled for some one on one time with our Title I teacher and/or paraprofessional to work on areas that need improvement. The MTSS team follows decision rules developed by the team to decide how a student will be placed in an intervention and where that student fits best.

Intervention is also provided by the classroom teacher at various times when their schedule allows. During this time, teachers also administer Acadience progress monitoring to track student progress. Students may also be identified by teacher recommendations and classroom performance. Teachers continually assess the needs of the students through Acadience data, chapter tests, daily averages of grades, State Standard Assessments, and MAPS Assessment, etc. Through this process, students are expected to show growth throughout the school

year. Our goal for next year is to utilize common intervention/enrichment time and common planning time to have more of our highly trained teachers and staff available to provide intervention and enrichment.

Once a student is identified as at-risk or somewhat at risk, then either the Title I teacher, classroom teacher and/or paraprofessional schedules time within that child's school day to work on targeted interventions for that child. Teachers are also available after school hours, when the need arises.

An elementary homework club has been implemented to help students complete missing assignments and offer more instructional support beyond the regular school day.

Summer school is offered to students that are identified as being at risk of falling behind in the months off for summer break.

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

**7.1**

Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). *(If you choose not to consolidate, N/A is acceptable.)*

**N/A**