

# 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:	Wauneta-Palisade Public Schools	
County Dist. No.:	15-0536	
School Name:	Wauneta-Palisade Elementary School - (Previously Palisade Attendance Center)	
County District School Number:	003	
Building Grade Span Served with Title I-A Funds:	K-5	
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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify)_____	
School Principal Name:	Joseph Frecks	
School Principal Email Address:	jfrecks@wpbrncos.net	
School Mailing Address:	PO Box 368, Wauneta, NE 69045	
School Phone Number:	308-394-5700	
Additional Authorized Contact Person (Optional):		
Email of Additional Contact Person:		
Superintendent Name:	Randy Geier	
Superintendent Email Address:	rgeier@wpbrncos.net	
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.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Names of Planning Team <i>(include staff, <b>parents</b> &amp; at least <b>one student</b> if <b>Secondary School</b>)</i>		Titles of those on Planning Team	
Lynsie Crider Joseph Frecks Angela Christner Betsy Johanson Hannah Curl  _____ _____ _____ _____ _____ _____ 		<u>Parent</u> <u>Administrator and parent</u> <u>Para and Parent</u> SPED/Title Teacher School Counselor and parent 4-5th grade teacher  _____ _____ _____ _____ _____ _____ 	

School Information <i>(As of the last Friday in September)</i>			
Enrollment: 72	Average Class Size: 12	Number of Certified Instruction Staff: 8.43	
Race and Ethnicity Percentages			
White: 90.1 %	Hispanic: 5.9 %	Asian: 0 %	
Black/African American: 2.6 %	American Indian/Alaskan Native: 0 %		
Native Hawaiian or Other Pacific Islander: %	Two or More Races: .99%		
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>			
Poverty: 66.1 %	English Learner: 0 %	Mobility: 6.57 %	

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	
<b>M-Class Dibels</b>	
<b>NWEA MAP</b>	

## *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>	<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>Our PLC teams, which are split into Reading/ELA, Math, &amp; Science specific teams, continuously analyze student achievement data. Data includes NSCAS, NWEA MAP, Dibels, and classroom assessment. NWEA MAP data was disaggregated into the subgroups of gender and grade, and NSCAS data was disaggregated into gender, grade, race, and poverty. Through the PLC process teachers also evaluate classroom achievement data based on state standards. The district holds an annual data retreat to review this data and meets weekly with their PLC team's to review data and plan instruction. This data shows us which students and which sub groups failed to meet state standards, or which students/sub groups were in danger of not being able to meet state standards. We used these multiple data points to plan curriculum and assignments to assist the identified students and give more direct instruction to these students through activities such as 1 on 1 or small group foundational reading strategies and weekly intervention time in the student's specific area of need (2-5 times a week between 20-50 minutes each session).</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. Provide supporting documentation in the corresponding folder.</i>
<p>Perceptual data is collected annually through parent, student, and staff surveys. Data included community input about staff, academic standards, home-school communication, parent participation, safety, and technical support. The most recent surveys have been completed via google forms by students, staff, and community. The survey was advertised through the school website, and the school sent a link to the google form survey to parents and community members through our "all call" text message system. Annual Parent Title meetings are held in conjunction with a PTO meeting to review the school-wide Title plans and gather input from parents regarding the plan and parent expectations of the school for their children (Meeting to be held in the spring of 2026).</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. Provide supporting documentation in the corresponding folder.</i>
<p>The schoolwide plan is integrated with the Continuous Improvement Plan. Our current school improvement goal focuses on improving reading comprehension across the curriculum. Strategies to improve these areas include professional development targeted toward implementation of the plan and improving in this area. Multiple reading intervention strategies are included in the supporting documentation, such as Corrective reading, SPIRE, Ufli, and IXL and scheduled weekly interventions for all students.</p>	

### **2. Schoolwide reform strategies**

<b>2.1</b>	<i>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.</i>
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SAT(Problem solving), MDT, IEP assessment data meetings are held as required to meet the needs of individual students. A newly formed MTSS team (a function of our school improvement team) meets regularly, and teachers also meet in PLC teams to review classroom and NWEA MAP data to assess and plan instruction to meet the needs of all students. The assessment results are used to determine intervention strategies that meet the needs of students. Through regular classroom instruction and interventions, Title 1 interventions, and special education services both Tier 2 and Tier 3 intervention strategies are provided. Some examples of these interventions are corrective reading, Ufli, S.P.I.R.E., IXL, and weekly scheduled interventions with all students based on individual needs. Examples of these intervention tools include: 1:1 time with teacher/paraprofessional and individualized digital intervention programs such as S.P.I.R.E.

### 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.*

Professional development is provided to the entire school community for the implementation of CIP strategies and activities. All professional development specifically addresses the identified needs of the students. Professional development is directly aligned with the district's continuous improvement goals. These activities positively impact classroom instruction and student learning. Examples of this professional development include: ESU PLC's, District level PLC's, and the implementation of Marzano Instructional Strategies.

### 4. Strategies to increase parent and family engagement

**4.1**

*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.*

As a school district the Wauneta-Palisade Schools, along with parents have developed a Parent/Teacher/Student compact. This compact outlines the expectations of the district for the teachers, students, and parents. Parents are given the opportunity to discuss and give input on the compact at an annual spring Title 1 parent meeting. The compact is also reviewed at our annual orientation prior to the first day of school. Parents and students are required to sign the compact annually along with the student handbook and all compacts are kept on file at the proper school.

**4.2**

*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.*

As a school district the Wauneta-Palisade School Board has adopted a parent involvement policy that meets the requirement of ESSA. In addition the student handbook shared with parents at the beginning of each school year and reviewed at our annual orientation night addresses parent involvement, academic responsibilities, and accessibilities to our schools. This information can be translated at parent request. Furthermore, Title 1 parent meetings are held annually. The meetings are scheduled with parent input.

**4.3**

*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.*

The staff of Wauneta-Palisade School believes that parent participation is essential in the academic success of our students. Parents are invited to participate in various ways throughout the school year. Opportunities for involvement include PTO meetings and activities, annual school open house/student orientation, parent/teacher conferences, volunteering in the school, school website, and social media interaction. The

annual PTO/Title Parent meeting will be held in conjunction with a PTO meeting at the Wauneta-Attendance Center in the Spring of 2026. This meeting is publicized through the PTO Facebook page and district social media, website, and calendar. Parents and community members are given opportunities to participate in the continuation and implementation of the schoolwide plan through continual informal discussion, formal meetings, volunteer hours, parent and community surveys, access to our school website, facebook, and twitter page, district student information system, and our district e-mail system.

## 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>The Wauneta-Palisade School District is structured with PK-12th grades Wauneta-Palisade Public School Attendance Center. An annual kindergarten roundup is held prior to the beginning of the school year. During this time, parents are given a "Welcome Packet" and meet with school staff about our school district and requirements for their child. Incoming kindergartners are engaged in a variety of developmental, hands on activities during this time. During weekly PLC team meetings the PK and Kindergarten teachers review data, plan, and coordinate and design lessons with vertical alignment in mind, and continually work with each other to better prepare students for entrance to kindergarten. In the spring the Kindergarten and Pre-School teachers coordinate a "Kindergarten Bootcamp" where the Pre-school students are integrated into the Kindergarten classroom 6 separate times and settings to help prepare them for Kindergarten. We also hold an annual open house prior to the beginning of the school year for all students including incoming kindergarten students to get introduced to general expectations and routines/procedures of their new grade, see the school and their classroom, meet teachers and other school staff, collect information about the school and school year, and have an opportunity to ask questions of school personnel and staff in person.</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>The Wauneta-Palisade School District is structured with PK-12th grades Wauneta-Palisade Public School Attendance Center. Each year in May, the 5th grade students attend a "move up" day. At this time students are given a tour of their future classes, have the opportunity to meet their teachers, and are introduced to some of the procedures and requirements that will be expected of them the following year in Middle School. During this time, the 5th grade teacher, elementary Sped Teacher, and multiple middle school teachers meet to discuss individual students as they prepare for the transition to 6th grade. We are a 1:1 K-12 school district. K-3rd grade students utilize ipads in their classroom, while 4th-12th grade students utilize Chromebooks. 4-5th grade students use chromebooks in their last two years of elementary for a smooth transition to the use of the Chromebook in Middle School. We also hold an annual open house/orientation for all students including incoming 6th graders prior to the beginning of the school year. This orientation allows incoming students to review student handbook policy, get introduced to general expectations and routines/procedures of their new grade/school, meet with teachers and other school staff, collect information about the school and school year, and have an opportunity to ask questions of school personnel and staff in person.</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>Multiple teachers and paraprofessionals are available throughout the school year to support students with increased learning time before, during, and after the instructional day as needed. Reading Club is an after school reading intervention that meets 10 times in the fall and 10 times in the spring for 45 minutes each for students that do not meet grade level proficiency on the DIBELS assessment. Classroom teachers schedule intervention times during the regular school day for individual and small groups of students to work with teachers and/or paras on specific skills to help them reach grade level achievement on essential learnings. Along with daily classroom instruction and regular interventions to help students with their specific needs (strengths or weaknesses). Also, a summer school program, "Bronco Academy", is offered to all Elementary students in the month of July to encourage continuous learning and to assist students with academic needs as they transition to the next grade level.</p>	

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

<b>7.1</b>	<i>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.)</i>
N/A	