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:	Wahoo Public Schools
County Dist. No.:	78-0039-000
School Name:	Wahoo Elementary School
County District School Number:	78-0039-003
Building Grade Span Served with Title I-A Funds:	K-4
Preschool program is supported with Title I funds. *(Mark appropriate box)*	☐ Yes X No
Summer school program is supported with Title I funds. *(Mark appropriate box)*	☐ Yes X No
Indicate subject area(s) of focus in this Schoolwide Plan.	X Reading/Language Arts ☐ Math ☐ Other (Specify)_____
School Principal Name:	Ben Kreifels
School Principal Email Address:	bkreifels@wahoowarriors.org
School Mailing Address:	2056 N Hackberry St Wahoo, NE 68066
School Phone Number:	402-443-4250
Additional Authorized Contact Person (Optional):	Josh Snyder
Email of Additional Contact Person:	jsnyder@wahoowarriors.org
Superintendent Name:	Brandon Lavaley
Superintendent Email Address:	blavaley@wahoowarriors.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	X Yes ☐ No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	X Yes ☐ No

Names of Planning Team *(include staff, parents & at least one student if Secondary School)*	Titles of those on Planning Team
Brent Cernik Ben Kreifels Lisa Miller Andrea Beaver Kassie Moline Beverly Lindstrom Katrina Christen Laurie Pearson Mandy Eddie Josh Snyder	Parent Administrator Title I Teacher Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade Reading Specialist Director of Learning

School Information

(As of the last Friday in September)

Enrollment: 456	Average Class Size: 18.5	Number of Certified Instruction Staff: 32

Race and Ethnicity Percentages		
White: 92%	Hispanic: 4%	Asian: **%
Black/African American: **%	American Indian/Alaskan Native: **%	
Native Hawaiian or Other Pacific Islander: **%	Two or More Races: **%	

Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 29.8%	English Learner: **%	Mobility: 7.24%

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
MAP Growth	
DIBELS - Early Reading	
DIBELS - CBM Reading	
DIBELS - MAZE	

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	*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.*

Wahoo Elementary School conducted a comprehensive needs assessment as a part of our CIP/Accreditation Process. The comprehensive needs assessment 1) used multiple data points that addressed reading progress 2) included multiple data sources that were disaggregated by gender, ethnicity, free and reduced lunch status as well as participation in special programs (i.e. High Ability Learner, special education, etc.) 3) was part of a systematic continuous improvement and data analysis process and ensures that 5) data is used to modify instruction.

1. Assessment Data Sources (Academic, Behavioral, Other)

Academic: Academic data sources were selected that provided a balanced look at student achievement related to the WPS continuous improvement goals. These include NWEA and DIBELS CBM. Both data sources are norm referenced and are used in K-5 to evaluate for both program and cohort trends. Data was reviewed for both growth and percent meeting expectations.

Additional academic data sources included:

- The Nebraska Education Profile (NEP) was used to look at how WES students compared with students in Nebraska.
- The academic interventions provided and the number in each intervention
- The number of students moved out of interventions

Other:

There are many elements that can reflect the needs of students. The CIP Advisory committee also reviewed and discussed data related to:

- Teachers, years and masters
- Para-professionals experience
- Membership trends
- Mobility rates
- Parent surveys and feedback from Nebraska Framework visit and CIP goals
- The results of previous Title I self-assessments

2. Staff Training and Support

WPS Staff are trained annually in data analysis and the Wahoo Problem Solving Process. Data Leaders receive more explicit training related to disaggregating and making decisions based upon the data. Teachers are trained prior to the data analysis day. Training and support materials include the following:

a. Data Leaders Training (eduCLIMBER)
b. NWEA MAP & DIBELS training and district resources
c. Individualized training upon request
d. An elementary data collection (created within eduCLIMBER) - historical and current data

3. Systematic Continuous Improvement Data Analysis Process:
The Wahoo Public Continuous Improvement process is built on the Wahoo Problem Solving Model. All instructional decisions are made based on student performance within our "Core" or "Tier 1" programming. Decisions on the effectiveness of the core and the need for intervention are made through the process of identifying relevant data, analyzing it, implementing a plan of action, and then reflecting upon that plan to monitor effectiveness.

There are three main components of this systematic approach to the identify, analyze, implement, and reflect steps in the problem-solving process. These include an annual review of trends and other data, consistent review of classroom data during PLCs, and building and grade-level review of data at the student level. These reviews provide for a systematic approach to ensuring equity and effective instruction for all students. All data points are established in our Elementary MTSS Reading Decision Rules (attached).

Trend Data- Annual and Review Process

A. During the annual September Continuous Improvement Day, elementary teachers go through a systemic process to review teacher, building, and district data (Fall MAP and DIBELS) and do three things:
   a. Look at trends over time,
   b. Look at disaggregated data by sub groups, and
   c. Identify strengths and next steps.
   d. Based on this process, staff:
      i. Revise or approve current district goals as appropriate,
      ii. Set a grade level SMART goal, and
      iii. Create a plan for meeting and monitoring the goal.

B. After the winter screening cycle (MAP & DIBELS), teachers review and update their SMART goals. Strategies and timelines may be revised based on current data. They look at group and individual student data at these times.

a. Group Data

b. (MTSS data) Screening data, classroom data and student work samples are reviewed at building meetings and in grade-level PLCs.

ii. Growth and college and career readiness are reviewed after each NWEA MAP and DIBELS screening.

b. Individual Student Data

i. Building and grade-level WEBSS (Problem Solving Teams) meet to review data on specific students and develop plans to meet their needs.

ii. Growth and college and career readiness of individual students is reviewed after each NWEA MAP and DIBE screening.

iii. For students receiving interventions, DIBELS Progress Monitoring Data is used for progress and triangulated with other data like (attendance, intervention progress, etc.).

4. Using Data to Modify Instruction
Integral to the entire needs assessment process is using data to modify instruction. The conclusions from the data review process are used to inform district, building, and classroom decisions.

District/Building

A. Trend data is used to help determine effectiveness and select curriculum. Teachers review data and best practices which are highly critical to meeting the needs of students. In the curriculum review process, these priorities are used to rate materials. Trend data is also used to evaluate the effectiveness of the Core curriculum as a whole and on supporting subgroups (Program Effectiveness).
B. Trend data is used to identify professional development needs. For example:

a. Low scores on early reading assessments, led to the decision to focus on Science of Reading (SOR) training as a long-term approach and monthly staff development sessions with K-3 staff during the 2021-22 school year.

b. Additional training in the Science of Reading (SOR) has been implemented. Staff in K-5 have been completing LETRS and Orton Gillingham training through ESU2 services. This continues through the 26-27 school year.

Grade Level Data

A. Grade level data is used to adjust pacing, select materials, and work as a team to meet needs. For example, it will be/has been used to:
   a. Adjust curriculum cards and pacing guides each summer.
   b. Set up targeted support for students with similar academic needs.
   c. Select and adjust instructional strategies and approve materials needed to meet individual needs.
   d. Replace "word walls" with "sound walls" at the K-2 grades based on Science of Reading training and early reading data collected via DIBELS testing.

B. Grade level data is used to provide instruction and support for parents. For example, it will be/has been used to:
   a. Identify topics for Parent Engagement nights.
   b. Determine what support materials need to be sent home to parents.
   c. Select books for the library.
   d. Identify topics for PTO and Title I meeting discussions.

Classroom Decisions

A. Individual teachers review growth and achievement data as well as classroom evidence to meet individual student academic needs. For example, it will be/has been used to:
   a. Provide specific support of small groups and guided reading groups.
   b. Identify appropriate center and seat work activities.
   c. Communicate with parents on instructional strategies that can be used at home to support student needs.
   d. Adjust specific lessons to meet the needs of students within the class as a whole or for individual students.

1.2	*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.*

The CIP Advisory Committee determined that several different data points were needed for a comprehensive understanding of the needs at Wahoo Elementary School. The committee first determined that a parent/community survey was critical. (These surveys are distributed every two years) It was determined that we wanted to have a large number of surveys completed in order to gain the most knowledge from our school families. Therefore, surveys were emailed to all family stakeholders (2023-24 school year) and two strategic follow-up emails were sent as reminders to complete the surveys. The Director of Learning also used School Messenger (school messaging system) to alert stakeholders of this opportunity. The results were very positive and the committee used this information to make adjustments to the plan and make decisions about programming.

During our regular meetings, the CIP Advisory Committee reviewed all of this data to help make decisions about our plan. We found this information extremely beneficial in our long range planning.

Data is also collected on an annual basis from families of students who are participating in the Title I program. A Title I Parent Questionnaire, distributed in the spring of the school year, focuses on program impact and

effectiveness, opportunities for collaboration and communication as well as strengths and areas of improvement for our Title I programming. The information collected is analyzed and used to celebrate successes as well as identify areas of improvement.

1.3	*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.*

WES has designed and implemented ongoing Improvement efforts that align to the Continuous Improvement Plan.

Supporting Documentation:
*CIP Improvement Plan & Goals
*CIP Action Plan
* Intervention Schedules
*Science of Reading (SOR) Training Plan

1. Continuous Improvement Efforts:
The Continuous School Improvement Plan clearly identifies on-going improvement efforts, identifies strategies, resources, and interventions to meet the school's goals and student needs.

<u>Building Improvement Goal #1:</u> Teachers will use data to guide the implementation of research based instruction to improve reading skills.
*K-2 Focus is "Learning to read" with Word Recognition skills
*3-5 Focus is "Reading to learn" using Language Comprehension skills

A. Ongoing Efforts - Strategies for all students:
   a. Teacher professional development on Science of Reading (SOR) and student engagement
   b. Paraprofessional development/training on Science of Reading and Approved Interventions
   c. Outdoor Classroom
   d. Reading Buddies
   e. Effective implementation of the core curriculum (EL Reading) to be explicit and systematic. EL Reading is a High Quality Instructional Material
   f. Targeted multisensory instructional supports for individual students
   g. Individualized and Small Group Academic Support for at-risk students
   h. Quarterly Reading Data Review Meetings with grade level teachers
   i. Weekly Reading Progress Monitoring Data Review in PLC meetings
   j. Structured Literacy Strategies utilized in the Core Reading Program and all MTSS levels
   k. WEBSS (Wahoo Educational Behavior Support System) process for struggling students

B. Ongoing Efforts - High quality and Approved Interventions:
   a. IMSE OG+ will be the core reading intervention with SPIRE and Sound Sensible being additional options for students who may need a more intense program.
   b. Sound Partners
   c. Barton Reading & Spelling
   d. Heggerty Phonemic Awareness
   e. Foundations In Sound
   f. DIBELS Progress Monitoring

C. Ongoing Efforts - Resources
   a. Up-to-date and high quality curricular and intervention materials

b. Up-to-date professional development for curricular and intervention materials and experts
c. Guided Reading library books for teachers
d. Electronic Devices (iPads & Computers)

2. Relationship to Continuous Improvement Plan:
The reading goal was identified during the 2021 CIP Advisory data review process and remains our district focus during the 2026-27 school year. The Science of Reading training and update to current early reading materials/ interventions and activities are in alignment with the CIP plan. When the Title I Schoolwide team makes an adjustment to the plan, that change is also reflected in our CIP 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. Provide supporting documentation in the corresponding folder.*

Wahoo Elementary School has multiple programs in place to meet the needs of students in all subgroups who are at risk of not meeting the challenging state academic standards. In order to address the qualities indicated in the description of an Advanced program, this plan addresses more than what is done for at-risk students. It focuses on addressing the needs of all students as they meet challenging standards as well as what is done for students at risk of meeting the standards.

Evidence Folder Highlights
* Intervention Schedules

1. Strategies to address the needs of all students as they meet challenging state standards

A. Many of the strategies used to address the needs of all students are ongoing and described in section 1.3.
They include:
a. Reading ongoing strategies for all students (see 1.3)

B. It is known that students must be physically and emotionally safe and healthy in order to learn to the best of their abilities. Thus, WES uses strategies for addressing emotional issues in the Title I plan in order to help students meet state standards. These are used for all students, but the data suggests that students at risk of not meeting standards generally use these strategies more often. They include:
a. Providing small group counseling services so that students may deal with emotional issues in order to focus on learning.
b. Mentoring Programs (JuniorMates in grades 3 - 5 and a schoolwide mentoring program)
c. Use of Second Step curriculum for whole group counseling lessons.

C. Individualized strategies focused on physical needs. These are used for all students, but the data suggests that students at risk of not meeting standards generally use these strategies more often. They include:
a. The Backpack Program (provides food for families with food insecurity).
b. Providing shoes and clothing/coats for students.
c. Arranging for general care services for students.
d. Helping individual families meet situational and long-term needs.

D. Strategies that help students prepare for college and career readiness include:

a. Embedding career and technical education into different subject areas
b. Bringing in career speakers

E. Strategies that challenge student learning in varied situations
a. Providing field trips that provide a broad understanding of careers and the world around them.
b. Using upper grade level reading buddies.
c. Using the outdoor classroom during reading, science, math, and social studies lessons.

F. Strategies for building on student interests and strengths
a. A high quality fine-arts program in K-5.
b. A High Ability Learner program.

G. Training that supports teacher understanding of state standards and equity
a. Monthly professional development that focuses on Growth Mindset, standards, and the Nebraska/ district instructional practices.
b. Training on using the NSCAS ALDs, MAP and DIBELS data to target small and large group learning needs.
c. Curriculum work on essentials, Nebraska CCR standards, and instructional practice shifts/best practices.
d. Science of Reading training for K-5 staff which focuses on high quality reading instruction.

2. Strategies to address the needs of students at risk as they meet challenging state standard

A. Many of the strategies used to address the needs of students at risk of not meeting state standards are ongoing and described in section 1.3. They include:
a. Reading ongoing interventions (see 1.3)

B. Strategies that are available for all students but are typically needed the most by at-risk students include:
a. Providing small group counseling services so that students may deal with emotional issues in order to focus on learning.
b. Mentoring Programs (JuniorMates in grades 3 - 5 and a schoolwide mentoring program).
c. The Backpack Program (provides food for families with food insecurity).
d. Providing shoes and clothing/coats for students.
e. Arranging for general care services for students.
f. Helping individual families meet situational and long-term needs.

C. A high-quality Head Start PreK- 5th Grade Special Education program. The program includes:
a. Six full time special education teachers who work with teachers to support student learning.
b. Two full time speech language pathologists who work with teachers to support student learning.
c. Twenty-six highly qualified paraprofessionals.
d. This program is structured and individualized to meet the unique needs of all verified students.

D. Summer School
a. WES summer school serves:
i. Students below the 30th percentile on MAP or who are recommended by teachers to attend
ii. All English Learner students
b. WES summer school offers twenty days for reading, writing, and math instruction for three hours each day.
c. The summer school program provides targeted instruction for students based on an Individual Learning Plan created by the teacher of each student.

3. Regular monitoring and revising of the plan
The plan for meeting the needs of all students and for ensuring that more is done to address the needs of students at risk is reviewed and revised annually by the Title I Schoolwide team. In these reviews, they reflect on parent/community input as well as data analysis. Teams are inclusive of all constituent groups. The results of these reflections are documented and adjustments are made to the plan for the next year.

A. Input (parent/ community)
   a. Title I Meeting -annually
   b. PTO- monthly
   c. Perceptual Survey - October of every other year (2026-27 next survey)
   d. Title I Schoolwide Self-Assessment (annually)

B. Academic Data analysis of achievement and growth
   a. NWEA, NSCAS, & DIBELS (Fall, Winter & Spring screening)
   b. Intervention progress (ongoing) - SPIRE & Sound Sensible (core) w/other interventions as needed

C. Schoolwide Team Participants
   a. Teachers, special education representatives, reading specialists, district representative, staff, parents, and community members.

D. Results:
   a. Notes are taken during the meeting.
   b. Recommendations are shared with the staff.
   c. Changes are made for the next year.

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.*

Our elementary staff participates in professional development opportunities on an annual and ongoing basis. Our professional development plan is developed with input from our CIP Advisory Committee as well as Curriculum Team Leaders. Our professional development plan ensures professional learning and uses evidence based strategies that support the implementation of our continuous improvement plan and focus on achieving goals in reading, math, and behavior.

Supporting Documentation:
* WPS Professional Development Plan
* Curriculum Alignment and Adoption Plan
* Wahoo Way

1. Plan - High Quality Professional Development Model
The Wahoo Professional Development Plan is based on the following beliefs.

1. **Effective Professional Learning for Improving Teachers, paraprofessionals, and others:**
   a. Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
   b. Requires prioritizing, monitoring, and coordinating resources for educator learning.

c. Integrates theories, research, and models of human learning to achieve its intended outcomes.
d. Applies research on change and sustains support for implementation of professional learning for long-term change.
e. Aligns its outcomes with educator performance and student curriculum standards.
f. Supports change in knowledge, skills, dispositions, and practice.
g. Includes active engagement, feedback, ongoing support, and formative and summative assessment. Active learning processes include discussion and dialogue, writing, demonstrations, inquiry, reflection, meta-cognition, co-construction of knowledge, practice with feedback, coaching, modeling, and problem solving.
h. Actively engages educators in the construction of meaning and their learning, thus increasing commitment to its success, and authentic applications of learning.

2. **Proven Effective Strategies used in the WPS PD Model with teachers, paraprofessionals, and other staff.** This professional development is focused on effective strategies selected to impact student performance. Any strategy that is selected has a high effect size as determined by Marzano or John Hattie.

Professional Development

a. PD in General - Effect on Teacher Actions = .60
b. PD in General - Effect on Student Outcomes = .66
c. Teacher Reflection ES = .64
d. Professional and Academic Goals: Specific and Challenging Goals vs. do your best: ES = .56

Hattie: What Works Best in PD Overall ES = .62

a. Over extended period of time
b. Involvement of external experts (books, ESU 2, videos)
c. Active engagement
d. Challenged prevailing assumptions about teaching and learning
e. Teachers talking to teachers (Vertical Planning)
f. School leadership supported opportunities to learn

Student Engagement

a. Reciprocal teaching ES = .74
b. Working with clear learning targets ES = .5
c. Rehearsing using spaced vs. massed practice ES = .71
d. Formative assessment used to adjust teaching ES = .9

Teacher Clarity ES = .75

a. Clarity in learning through chunking the contents, modeling, and providing exemplar

3. **Plan - Related to Continuous Improvement (CIP) Goals**

TARGETED OUTCOMES

In order to prepare students for future success, The Wahoo Public School District is committed to achieving targeted outcomes in the areas listed below.
(Progress will be assessed using performance indicators to be determined following approval of the proposed outcomes and action steps.)

ACTION STEPS

The District will implement the following strategies to achieve these goals:

1. **High quality instruction that ensures academic growth for every student:**

The District will…

A. Develop a district instructional framework and implement the recommendations approved by the Board of Education (2018-2019 completed);
    a. Support teachers in developing high-quality instructional practices identified in research;
    b. Wahoo Instructional Model
B. Implement a multi-tiered system of support (MTSS) focused on three essentials:
    a. *Essential 1:* District foundational practices
    b. *Essential 2:* Core academic & social/behavioral supports
    c. ***Essential 3:*** Strategic & intensive evidence based-practices academic & social/behavioral interventions
C. Implement a multi-tiered system of support for instruction and intervention (four tiers):
    a. *Tier I Universal:* For all students;
    b. *Tier I Universal (Plus):* Classroom based intervention;
    c. *Tier II Targeted:* For students who need additional academic support or challenge;
    d. *Tier III Intensive:* For students who require significantly greater levels of support/challenge.
D. Provide staffing and training to increase course offerings and provide additional services to address the needs of students who require additional academic support or challenge;
E. Support teachers in the implementation of new curriculum, classes, technology and programs;
    a. Provide ongoing opportunities for staff to implement the Canvas LMS
F. Provide training for all teachers and school administrators who are responsible for ensuring alignment of instruction to Nebraska State Standards for NCCR-ELA, NCCR-Math, NCCR-Science and NCCR-Social Studies;
G. Provide professional development to support teachers in designing lessons that incorporate digital tools and resources to promote student learning.

2. **High quality curriculum that supports instructional goals**:

The District will…

A. Continue to identify and purchase materials to support vertically aligned multi-tiered systems of academic support;
B. Ongoing analysis of results for state and local assessments to determine strengths and areas of improvement for the current English Language Arts, Mathematics and Science programs;
C. Begin a program review for:
    a. K-12 English Language Arts;
        i. (K-5 adopted 2022-23 - EL Reading by OpenSource)
        ii. Review 6-12 ELA instructional materials and align with NCCR-ELA standards (2023-2025); and
    b. K-12 Math;
        i. Review K-12 Math instructional materials and align with NCCR-Math standards (2024-2025);
E. Expand course offerings and program services for students who need additional academic and/or behavioral support or challenge.
    a. Develop Reading Decision Rules for Universal Screening & Progress Monitoring; and
    b. Develop a district-approved list of Intervention Programs/Supports (Reading - Math).
F. Align the Nebraska Career Readiness Standards to all content area standards (ongoing).
G. Align instructional materials and course offerings with the Nebraska Financial Literacy Act (2022)

3. **High quality assessment and data collection tools to support student learning:** The District will…

A. Sustain a robust assessment system to support a multi-tiered system of supports (MTSS) that includes universal screening and progress monitoring;
    a. Continue to develop and utilize eduCLIMBER to gather and analyze assessment data;
        i. Provide training to District Data Leaders for use of eduCLIMBER
    b. Utilize data to identify and serve students who need additional academic support, acceleration or challenge;
B. Ensure that each student makes at least 1 year of growth using multiple measures including classroom-based, district-wide and state-adopted assessment systems;
C. Provide time for teachers to develop and administer formative and summative assessments in Grades K-12, including common assessments for specific courses or subject areas (Math, ELA, Science);
    a. Utilize formative and summative assessments to monitor and adjust classroom instruction; and
D. Provide staff training and time for collaboration to analyze and utilize assessment data.

4. **High quality staff who promote student learning**:
The District will…
A. Support the induction of new teachers to WPS to ensure understanding of curriculum, assessment, and instruction that supports student learning;
B. Provide quality professional development and training that support and enhance district improvement goals;
C. Continue to enhance Professional Learning Communities (PLCs) as a foundation of our Continuous Improvement Process (CIP);
D. Refine and implement an evaluation system that emphasizes professional growth;
E. Continue support of teachers and administrators in the evaluation system to ensure understanding of and ability to apply evaluation criteria, frameworks, and relevant research; and
F. Identify professional development needs of classified staff and develop annual plans for training and support aligned with those needs.

5. **High quality environment that promotes safety and positive culture:**
The District will provide a safe and positive learning environment by…
A. Continuing district-wide efforts to create a positive and supportive culture at all schools with emphasis on promoting safe, respectful and responsible behavior;
B. Increasing support for safety, security and supervision at all schools;
C. Expanding opportunities for community partnerships that support student engagement and learning including: job shadows, guest speakers, internships, mentorships, tutoring, and community service activities.

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.*
Wahoo Elementary School has jointly developed with parents and students, a Student-Parent-School learning compact that describes: ways each parent or guardian will be responsible for supporting his/her child's learning; methods the student can use to be responsible for their learning experience; and the school's responsibility to provide a high quality curriculum and a supportive and effective learning environment for each student.	

A review of the compact will be done a minimum of one time per year and will be completed in the spring of 2024.

Supporting Documentation:
* WES School-Parent Compact

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.*

Wahoo Public School has a Board of Education approved Parent Involvement Policy. Parents are involved in reviewing both policies and the formal policy meets all Federal requirements.

Evidence Folder Highlights
* Board Policy (inserted below)

1. How parents are involved in policy
Parents are involved in developing the Board of Education Approved Title I Parent and Family Engagement Policy in many ways. (Board Policy 5057)

A. The parent policy is presented and reviewed at the annual Title I Parent/Guardian meeting.
   a. The policy is presented and explained. Questions are answered.
   b. Parent input is requested and documented.
   c. Parent input is presented to the Title I Committee for review at the self-assessment or peer review meeting. Formal recommendations can be articulated at that time. If necessary, the committee can be convened earlier to address any issues.
   d. These formal recommendations can be taken to the Board of Education Curriculum Committee for review and potential presentation to the entire Board of Education. Board procedures are followed if any updates are presented to the Board of Education.

2. Parents have access to the policy at all times.

A. The Title I Parent and Family Engagement Policy is available on the district website with the other Board policies.
B. The parent policy is currently available in Spanish as well. It is available in other languages upon request.

3. How parents involved in suggesting procedure/activities
Parents are involved in developing the Title I Parent and Family Engagement procedures in the following ways.

A. The parent and family engagement procedures and events are presented and reviewed at scheduled parent meetings at the beginning of each semester. Input is provided.
B. The Parent Teacher Organization (PTO) meets monthly. At those times, they review engagement opportunities and make suggestions.
C. Parents are invited to participate in informal surveys related to possible engagement activities and procedures that are important to them.

WPS Title I Parental Involvement Policy (5057)

District Title I Parent and Family Engagement Policy The school district will jointly develop with parents a School-ParentStudent Compact that outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The written District Parent and Family Engagement Policy will be jointly developed and distributed to parents and family members of participating children and the local community in an understandable format and to the extent practicable, in a language the parents can understand. An annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy and to remove barriers to participation.

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.

2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other Federal, State, and district programs, and evaluations of progress.

3. Opportunities for participation in parent involvement activities such as training to help parents work with their children to improve achievement. A goal of parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.

4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.

5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.

6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.

7. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

This policy shall be reviewed annually at the annual meeting where concerned parties can have a conversation about possible changes to the Parent and Family Engagement Policy.

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.*

WES holds (at least one and up to three) Title I meetings with parents during the course of the school year. At the beginning of the year (first quarter) the Title I team and principal conduct a meeting with families. The team may also conduct a meeting before Winter break and then again in the spring. Each of these meetings has a special focus (needs based) and are meant to promote further family engagement in the learning process and develop relationships/partnerships with school staff.

Supporting Documentation:
* Annual Meeting Agenda
* Parent Engagement Meetings

1. **Annual Meeting (Date)**
   A. The Annual Meeting date was Sept. 25th, 2025.
      a. The meeting was advertised.
      b. There was a formal agenda that addressed all issues.
      c. The meeting was held the week before Parent/Teacher Conferences.
   B. A Spring family engagement meeting took place on May 14th, 2026.
      a. The meeting was advertised.
      b. A formal agenda will include an opportunity for families to ask questions and provide input regarding the Title I program.
      c. Summer reading materials will be provided to families during this meeting.

2. **Family Engagement Activities**
   Wahoo Elementary School staff and educators have worked hard to schedule parent and family engagement activities that accommodate family needs.

2025-26 Parent Engagement Activities:

a. Open House: August 11th, 5:30- 7:00 pm, free books, translator available
b. Title I Parent Meetings: Sept. 25th & May 14th at 6:00 pm, finger food, free book, childcare and translator available
c. Warrior Field Day (Spring - family members invited: K - 5)
d. Grade-level music concerts: 7:00 pm throughout the school year
e. Book Fair: typically during Fall & Spring parent/teacher conferences.
f. Kindergarten Round Up: a morning and afternoon session, parent information and student experience in the classroom
g. Warrior Dads: Throughout the year at various times

3. Commonly used Family Engagement Activities
The elementary building will hold a series of family activities designed to improve the literacy skills of students and to provide parents with strategies to help their child(ren). When appropriate and based on parent input, activities are varied over the years. These are some of parent- family engagement activities that have taken place recently at WES:

Implemented Activities and Times:

- Book It (sponsored by local Pizza Hut)

- Warrior Dads (Time: during the school day, parents choose days and times)
- Book Fair (Grandparent Event, Family Event, Reading Challenges; Time: in the evening)
- Read Across America (Guest readers and district staff read to students during the day)
- Parent Teacher Conferences (Time: evenings, teachers work with families to select the best time)
- Music programs (Time: Evenings, after work and dinner 7:00 pm)
- Kindergarten Family Meeting (Time: TBD) and Kindergarten Roundup (Time: TBD)
- Curriculum Day/Night (Time: mornings/evenings)
- Current Curriculum Connections (teacher newsletters, Time: sent out to be read at home on their own schedule)
- Guest readers from parent/community groups (Time: during the day)

4. Communication between teachers and parents

Ongoing basis

A. These communication strategies take place on an on-going basis
   a. Facebook posts
   b. Twitter posts
   c. Classroom newsletters
   d. SchoolMessenger announcements
   e. Flyers sent home in backpacks
   f. Personal phone calls for compliments and concerns
   g. Parent teacher conferences
   h. Parent Resources – District website (updated regularly)
   i. Curriculum and Instruction- District webpages (updated regularly)

5. Transition Plan

5.1	*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).*

WES has a comprehensive transition plan that is aligned with AQuESTT tenets. The plan articulates transition support for students entering the district and is provided for the following groups:

- Preschool - Kindergarten
- Transfer students (including EL)
- Fifth graders moving to Wahoo Middle School

The school has a comprehensive plan that addresses the following areas of support:

- School-to-Community
- Student-to-School
- Family-to-School
- School-to-School
- Student Readiness

The plan is reviewed annually. Next Steps Suggested in the Title I Committee Meeting:

- New students are provided a classroom buddy. Buddies are trained (suggested in 2021)
- Families are provided with information about the community (District Report Card)
- Families are taken to meet the principal and/or the principal reaches out to the family (building tours)

1. Preschool to Kindergarten Transition Plan

The WES Preschool to Kindergarten Transition Plan is below:

A. School to Community Connections
   a. Identifying Kindergartners
   b. WES gets input from multiple agencies on students who are kindergarten eligible
   c. Local agencies and organizations advertise Kindergarten Round Up
   d. Advertisements for Kindergarten Round Up are posted on social media

Next Steps:
- Develop relationships with local child care providers.
- Advertise more thoroughly in Wahoo Newspaper and outlying areas.

B. Student-to-School
   a. Information Exchange:
      i. Wahoo Head Start PreSchool teachers discuss incoming kindergarten students.
      ii. Parents are provided Kindergarten Round Up dates and times.
      iii. Kindergarten Round Up Handbooks are provided to parents attending the event and parents who were unable to attend.
   b. Orientation to School:
      i. Students visit the school during Kindergarten Round Up during school hours. They see rooms and interact with the teachers, and spend two hours doing Kindergarten activities.
      ii. An Open House is held several days before school starts. Students and their families visit their classroom and meet their assigned teacher.
      iii. The first day of school, Kindergarten teachers take their students on a tour of the elementary school.
   iv. Families are always welcome in the school! One of the administrators will provide a tour.

C. Family-to-School
   a. Communication and Teacher Relationships with Parents
      i. Teachers also reach out and make contact with parents of students in their room.
      ii. Teachers send home letters about their class rules, processes, etc. once school starts.
   b. Outreach:
      i. Principals and staff reach out to future parents using Facebook and Twitter.
      ii. The Parent Handbook has important information for families.
      iii. Parents have access to district Parent Resources and Curriculum and Instruction websites.
   c. Information:
      i. During registration relevant information is collected.
   d. Networking:
      i. Parents are Invited to be part of PTO.
      ii. Various Parent Engagement Activities are held during the year.
      iii. During Kindergarten Round-Up, families have a chance to meet each other and network during the Parent Meeting.

D. School-to-School
   a. Joint Professional Development:
      i. Wahoo Head Start and WES teachers have access to all the district's professional development.
   b. Intentional Sharing
      i. Wahoo Head Start and WES teachers meet to discuss vertical curriculum alignment and student needs.

c. Curriculum Alignment and Awareness:
   i. Wahoo Head Start uses NDE approved Creative Curriculum that aligns with Teaching Strategies GOLD.
ci. WES uses the state NE CCR standards and Journeys curriculum resources.
cii. Curriculum alignment is achieved through discussion and understanding.
ciii. Student Data:
   i. Student data is shared at the end of the Wahoo Head Start school year. Creative Curriculum Gold benchmarks and social emotional data and documents are shared with WES.
civ. Wahoo Head Start analyzes all beginning of the year Kindergarten MAP and DIBELS data.
cv. Student Readiness:
   i. The district MTSS process is used to ensure readiness for Kindergarten and for grade 1.

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).*

WES has a comprehensive transition plan that is aligned with AQuESTT tenets. The plan articulates transition support for students entering the district is provided for the following groups:

- Preschool - Kindergarten
- Transfer students (including HAL & EL)
- Fifth graders moving to Wahoo Middle School

The school has a comprehensive plan that addresses the following areas of support:
- School-to-Community
- Student-to-School
- Family-to-School
- School-to-School
- Student Readiness

The plan is reviewed annually. Next Steps Suggested in the Title I Committee Meeting:
- New students are provided a classroom buddy. Buddies are trained. (suggested 2021)
- Families are provided with information about the community (District/Community Report Card)
- Families are taken to meet the principal and/or the principal reaches out to the family. (building tours)

1. Transition as the Move to Their Next School

The 5th grade to middle school transition plan is below:

A. School to Community Connections
   a. Identifying Potential Students who would benefit (WEBSS, YAP)

B. Student-to-School
   a. Information Exchange:
      i. Office Staff members provide information to the families about middle school.
      ii. A Middle School Student Handbook is shared with the families.
      iii. EL Families are provided and EL handbook, information about registration in Spanish.
      iv. Students are provided information about the middle school program by teachers in ES and teacher in MS.

Next Steps:
* Develop overview sheet for students
* Have the middle school student council create a video introducing 5th graders to middle school.

b. Orientation to School:
   i. Throughout the year, students periodically visit the middle school. The elementary and middle school buildings are within walking distance.
   ii. WES has a "Roll Up" day where students walk up to their next grade level/graduate. During that time, 5th graders go up to the 6th grade, see the area, and meet the teachers.
   iii. WMS hosts an Open House night just for 6th graders. Special events are organized for the evening.

c. Teacher Relationships:
   i. Students will meet the teachers at the "Roll Up" event as well as the 6th grade open house.
   ii. 6th grade is situated in a pod like area and teachers do a lot of activities to develop relationships with students.

d. Peer Relationships
   i. Many of the 6th graders have been in school together so peer relationships are already pretty established. However, the 6th grade team does a lot to develop a sense of community for all 6th graders.
   ii. The middle school has specific activities that develop 6th-8th grade peer relationships.

C. Family-to-School
   a. Communication with a parent supports teacher student relationships:
      i. Teachers also reach out and make contact with parents of students in their room.
      ii. Teachers send home letters about their class rules, processes, etc. once school starts.
   b. Outreach:
      i. Principals and staff reach out to parents using Facebook and Twitter.
      ii. The Parent Handbook has important information for families.
      iii. Parents have access to the district Parent Resources and Curriculum and Instruction websites.
   c. Information:
      i. During registration relevant information is collected.

Networking:
- Typically, middle school parents collaborate through sports and activities.
- Families can meet and next work during open house, and other middle school events.

D. School-to-School
   a. Curriculum Alignment and Awareness:
      i. All both schools are required to meet the NE-CCR Standards.
      ii. The MTSS process will be used to identify and address areas of student need.
      iii. 5th and 6th grade teachers talk at the end of each year about curricular issues.
      iv. 5th grade teachers have access to 6th grade fall MAP and DIBELS data and 6th grade teachers have access to 5th grade NWEA spring data. NSCAS is shared when available.
      v. WES and WMS teachers serve on K-12 subject area curriculum teams.
   b. Student Data:
      i. School records and WEBSS forms transition from elementary to middle school.
      ii. Staff communicate between schools as appropriate.
      iii. 5th grade teachers have access to 6th grade fall NWEA data and 6th grade teachers have access to 5th grade NWEA spring data. NSCAS is shared when available.
      iv. All relevant assessment, report card, etc. data is available through PowerSchool or the Curriculum Office.

v. For EL students, the EL Program Director will gather al EL screening and testing data and share with the teachers. The director will also monitor all EL student data and progress.

c. Student Readiness:

i. The district MTSS process is used to ensure readiness for their current placement and next year's placement.

ii. WES and WMS special services staff will collaborate to ensure an effective plan is in place to meet transition needs.

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.*

Wahoo Elementary School is dedicated to ensuring students have an appropriate amount of instructional time and that the time is spent in high quality and impactful learning experiences. WES uses the following strategies and activities to complete this task.

1. WES uses the following strategies to address the amount of time students spend in high quality experiences:

A. Summer School Program

The district offers a summer school program to meet student academic needs. The district summer school program is offered K-5 and focuses on providing targeted math and reading instruction to students not meeting academic standards. This program is taught by highly qualified teachers and includes a thorough process of identification, goal setting for individual students, and the assessment and reporting on academic gains at the conclusion of the program.

B. Reviewing and Updating the School Day Schedule

a. Wahoo Elementary School staff have reviewed their schedule consistently over the years. They have made the following changes in order to provide more high quality time for students:

i. Restructured the reading block to ensure interventions take place outside of whole group instruction

ii. Set guidelines for interruptions, parties and other events ensuring that instructional time is not interrupted.

iii. A common instructional schedule was created for the 2025-26 school year. For instance, reading and math blocks will be staggered at specific grade levels to maximize support from Title I Reading, Reading Specialist as well as Special Education staff.

Next Steps:

* WES is currently reviewing its daily schedule and looking at other schedules in order to find ways to gain more instructional time. A common instructional schedule would help to maximize this time.
* The Title I Schoolwide Plan will include a Jump Start Summer Reading Program that will take place prior to the beginning of the 2026-27 school year. Planning for this program begins in March. This program will continue during the 2026-27 school year.

2. WES is working to consistently improve the quality of instruction, thus creating more time for overall learning. The school has done the following:

A. Hired a Reading Specialist to consistently work with struggling students in grades 3 - 5.

B. Adopted a district Instructional Model based on the work of Marzano.

C. Arranged for ESU2 staff to provide Science of Reading Training (monthly K-5)

D. Ensured that staff get thorough training in the new reading programs.

i. A full day of initial training
ii. Half days for each grade level in October
iii. A full day of support in December
iv. Half days for each grade level in February
v. Summer curriculum work

E. Paraprofessionals received Science of Reading training during the 2021-22 school year (4 - 1 hour sessions)
i. Follow up sessions will be scheduled on an "as needed" basis.
ii. Paraprofessionals received training in the 3-part drill during the 2025-26 school year