

# 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:		Wausa Public Schools.	
County Dist. No.:		54 - 0576	
School Name:		Wausa Public Schools	
County District School Number:		54 - 0576	
School Grade span:		K-6	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>			X Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>			X Yes <input 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:		Mrs. Heather Heimes	
School Principal Email Address:		Heatherheimes@wausaschools.org	
School Mailing Address:		Wausa Public Schools PO Box 159 300 South Bismark Street Wausa, Nebraska 68786	
School Phone Number:		(402) 586 - 2255	
Additional Authorized Contact Person (Optional):		n/a	
Email of Additional Contact Person:			
Superintendent Name:		Mr. Brad Hoelsing	
Superintendent Email Address:		bradhoelsing@wausaschools.org	
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.			X Yes <input type="checkbox"/> No

<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>Brad Hoelsing</u> <u>Heather Heimes</u> <u>Brad Hoelsing</u> <u>Carissa Moes</u> <u>Julia Miller</u> <u>Courtney Clausen</u> <u>Sheila Hoelsing</u> <u>Allie Bloomquist</u>     	<u>Administrator</u> <u>Administrator</u> <u>Title I Coordinator</u> <u>Teacher</u> <u>Teacher/Parent</u> <u>Parent</u> <u>Computer Tech</u> <u>MTSS Committee Member</u>     

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 215	Average Class Size: 15	Number of Certified Instruction Staff: 8 (elementary)
Race and Ethnicity Percentages		
White: 96 %	Hispanic: 1 %	Asian: 1 %
Black/African American: %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: %		Two or More Races: 1 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 38 %	English Learner: 1 %	Mobility: 18 %

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

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

*Place documentation in corresponding folder on flash drive to support the narrative.*

## 1. Comprehensive Needs Assessment

1.1	<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 instruction. Provide supporting documentation in the corresponding folder.</i>
<p>The most recent Comprehensive Needs Assessment was conducted during the 2<sup>nd</sup> semester of the 2023-2024 school year. The needs assessment was undertaken as part of the School Improvement Process as well as yearly updates of student information. We are also utilizing the new MTSS (multi-tiered system of support) that is a federally mandated requirement for all schools.</p> <p>At Wausa Public School, all students in grades K-6 are assessed in the fall, winter and spring using a combination of NWEA MAP and AimsWeb assessments. The NSCAS assessment is also used to identify students in grades 3-6.</p> <p>Any students identified as performing below grade level (Tier 2 and Tier 3) are given additional support and interventions. Student's grades are monitored weekly and information is sent home to inform parents of any deficient grades. Weekly progress monitoring is completed with all students in Tier 2 and 3 to measure and monitor growth. This data, as well as instructional data, is updated weekly and analyzed by the MTSS team and administration to determine the effectiveness and progress of our interventions and support.</p>	
1.2	<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>Parent information is gathered through two schoolwide surveys, as well as a parent meeting at the beginning of the year. WPS also maintains a hot line that parents can access any time if they have concerns about their student (Google form on our website).</p>	
1.3	<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>WPS is in year 2 of the five year cycle. Our CIP committee has reviewed data in coordination with our MTSS Committee data this year. As of August 2024 we are in the process of developing a plan in coordination with our MTSS Committee to continue to work to improve in reading comprehension and fluency for the 2024-25 school year.</p>	

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## 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>
<p>All students in grades K-6 at Wausa Public Schools are placed in tiers based on classroom data and assessments (NWEA MAP and AimsWeb). These tiers are fluid and decisions are made based on a systematic process. All students are considered part of Tier 1 - this is the on-level instruction that all students receive. Students in Tier 2 receive additional targeted instruction, typically in the form of small groups. Students in Tier 3 are our highest need students who receive targeted instruction as well as an intensified intervention specific to his or her deficiency. Special Education instructors and paraprofessionals also flood the classrooms to assist in providing this additional support for students in Tiers 2 and 3.</p> <p>In addition, all students in grades K-4 participate in a “Walk to Read” intervention in which they receive explicit reading instruction (Corrective Reading). Students are grouped by homogeneous ability levels, regardless of grade.</p> <p>Social-emotional, behavioral, and speech services are also made available to students with the support of our education service unit and on-site guidance counselor.</p>	

## 3. Qualifications of instructional paraprofessionals

<b>3.1</b>	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>All of the paraprofessionals at Wausa Public Schools are ESEA highly qualified and are provided many professional development opportunities to assist in making them highly qualified support staff. Workshops and training areas of focus include curriculum training, specifically for intervention programs, GOLD training, and behavioral intervention training. Documentation of completed professional development sessions is included under this section. Also included are sample paraprofessional observation and instructional coaching data. Instructional coaching is provided at least monthly to all paraprofessionals.</p>	

## 4. High quality and ongoing professional development

<b>4.1</b>	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>A multitude of professional development opportunities are provided to the teaching staff at Wausa Public Schools year-round. These professional development opportunities are required in many circumstances to make sure all staff are properly trained and highly qualified in all areas of instruction. Areas of focus include curriculum training, instruction, assessment, data collection, content area, PowerSchool, APL strategies, MTSS, instructional coaching, behavior (PBiS), and technology. The Wausa Public Schools District also has professional development time built into the weekly schedule- school is dismissed on Fridays, one-hour early to allow administration to facilitate professional development opportunities on-site. The school year schedule also allows for a quarterly data day in which staff utilizes the opportunity to organize and analyze data to improve instruction. Documentation of completed professional development sessions is included under this section. Also included are sample teacher observation and instructional coaching data. Instructional coaching is provided at least monthly to all teachers.</p>	

## **5. Strategies to increase parental and family engagement**

<b>5.1</b>	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<p>The Wausa Public Schools School-Parent Compact is distributed to parents each year as part of the Welcome Back to School packet. Parents are asked to sign and return the compact. An elementary open house, which is open to the public, is held in August of every year. During this event, our Annual Title I Meeting is held and the School-Parent Compact is discussed. Any parent input is welcome. A copy of the School-Parent Compact is also posted on our school website.</p> <p>An additional informational Title I meeting is held during our spring parent-teacher conference. The School-Parent Compact is again reviewed and discussed and all parent input is welcome.</p>	
<b>5.2</b>	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
<p>The Wausa Public Schools Title I Parent and Family Engagement Policy is also distributed to parents each year as part of the Welcome Back to School packet. An elementary open house, which is open to the public, is held in August of every year. During this event, our Annual Title I Meeting is held and the Parent and Family Engagement Policy is discussed. Any parent input is welcome. A copy of the policy is also posted on our school website.</p>	

An additional informational Title I meeting is held during our spring parent-teacher conference. The Title I Parent and Family Engagement Policy is again reviewed and discussed and all parent input is welcome.

**5.3**

*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 annual Title I parent meeting is held every August at the Elementary Open House. Our Annual Open House is a night for parents and students to bring school supplies, say hello to their teacher, and check out their classrooms. Before parents leave, they are asked to attend our Annual Title I Meeting in which we discuss the purpose of Title I as well as the many services that come along with it (see meeting agenda). Sign-in sheets are collected and meeting notes are taken.

## 6. Transition Plan

**6.1**

*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). Provide supporting documentation in the corresponding folder.*

### **Preschool to Kindergarten**

To assist students in the transition from preschool to kindergarten, Wausa Public Schools hosts a variety of activities. Before the end of the year, preschoolers and their parents participate in Kindergarten Round Up. This is a day where preschoolers spend the day in the kindergarten room with the kindergarten teacher. Parents also have the opportunity to meet the teacher and explore the classroom/school setting. Throughout the school year, the kindergarten teacher also makes her presence known in the preschool classroom by popping in to introduce herself and help out in an effort to get to know the students. With the preschool being in the same building, the kindergarten teacher and preschool teacher are able to communicate often about the needs of the upcoming students. The elementary students and teachers also attend the preschool graduation ceremony at the end of the year to help the preschoolers familiarize with other students and teachers in the building. At the beginning of the year, an Open House is held for students and parents to bring supplies, tour the building, check out the classroom, and meet the teacher, as well. School packets are also sent home with important information regarding the upcoming school year.

### **Elementary to Middle School**

The transition from elementary to middle school happens from 4th to 5th grade at Wausa Public Schools. In an effort to prepare 4th graders for middle school,

the 4th graders are paired up with 5th graders and spend a day traveling from class to class with them. This allows incoming students to gain an understanding of how the middle school schedule works, as well as familiarize with the new teachers. Teachers collect student data each year which is passed on to the new teachers each year so that students behavior and academic needs are well-known prior to the start of the new school year. In addition, Jr. High orientation is held prior to the first day of school. The Elementary Open House is also open to students in grades 5 and 6. In addition, Jr. High orientation is held prior to the first day of school for students in grades 7 and 8. Parents are encouraged to attend. School packets are also sent home with important information regarding the upcoming school year.

### **Middle School to High School.**

Annually in August before school starts, the Wausa Public School district holds a back to school day for grades 6, 7 & 8. During that time, students and parents discuss the changes that occur from elementary into junior high school, including courses, activities/sports, etc. Students as freshmen receive an orientation form the school counselor, discussing changes from junior high to senior high. Middle school students are also introduced to career period with a person from a high school class. Students are allowed time with these students every day in order to acclimate to high school. 8th graders are allowed 2 days in a high school schedule to acclimate before the next year.

### **New Students**

New students are required to attend a training with the principal on their class schedules, handbook requirements, and culture of the building. Mr. Anderson, our High school principal, works with the guidance department to assign a homeroom teacher, as well as a “buddy” system to allow them to acclimate to the building.

**6.2**

*Please provide a narrative below describing the school's transition plan for outgoing students as they move on to 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). Provide supporting documentation in the corresponding folder.*

Wausa Public Schools has a system of outreach for our students, so that they can contact us directly in case they have any struggles in their new school. The guidance depart is a small schools, so we conduct phone calls and emails with the students fairly easily.)

## 7. Strategies to address areas of need

<b>7.1</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. Provide supporting documentation in the corresponding folder.</i>
<p>Increasing the amount and quality of instruction is a large part of the Wausa Public Schools Schoolwide Plan. To provide more individualized instruction, extra assistance is provided by our highly qualified staff before and after school. Additional support and targeted interventions are provided to Tier 3 students in grades K-6. This additional support is provided in the classroom by teachers and paraprofessionals, as well as in a one-on-one setting within the school day. To improve student's digital literacy, technology lessons are taught weekly in grades K-6. At Wausa Public Schools there is also a High Ability Learners program in which students who score well-above average are challenged through STEAM activities and group projects. In addition, yearly field trips/academic contests are planned at each grade level to enrich the learning experience. The district also provides free summer school services to students who are scoring below grade level (Tier 2 and 3).</p>	

## 8. Coordination & integration of Federal, State and local services & programs

<b>8.1</b>	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Students are supported in Wausa Public schools through a coordinated effort of funding. Title I allocations are used through a schoolwide process to fund staff, arrange for both core instruction, intervention materials, and other resources that the school students may need. Most of the funds utilized in these areas come from local funding sources. In addition, special education funding and Title I funding is allocated to pay for teachers and paraprofessional support to meet the needs of students who many need additional resources and or support not provided by the regular education instructor within the regular education classroom.</p>	