Title I Schoolwide Plan

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

Date of Review:	March 11, 2026
District Name:	Lakeview Community Schools
School Name:	Platte Center
County-District-**School** Number: xx-xxxx-xxx	71-0005-03
Grades **Served** with Title I-A Funds: *(PK is rarely served)*	K-6
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)*	x☐ Yes ☐ No
Indicate subject area(s) of focus in this Schoolwide Plan.	x☐ Reading/Language Arts x☐ Math ☐ Other (Specify)_____
School Principal Name:	Mr. Brandon Nygren
School Principal Email Address:	bnygren@lakeview.esu7.org
School Mailing Address:	155 Platte Street Platte Center, NE 68653
School Phone Number:	402-246-3465
Additional Authorized Contact Person (Optional):	Annette Barcel
Email of Additional Contact Person:	abarcel@lakeview.esu7.org
Superintendent Name:	Rick Meyer
Superintendent Email Address:	rmeyer@lakeview.esu7.org

Names of Planning Team *(include staff, **parents** & at least **one student if Secondary School**)*	Titles of those on Planning Team
Jessica Coble	Parent
Brandon Nygren	Administrator
Rick Meyer	Superintendent
Annette Barcel	Title I Teacher
Mollie Rambour	Counselor
Billie Wemhoff	3rd Grade Teacher
Liz Dewald	2nd Grade Teacher
Holly Sprunk	1st Grade Teacher
Jody Jarecki	Kindergarten Teacher
JoAnn Brandt	4th Grade Teacher

School Information

(As of the last Friday in September)

Enrollment:	Average Class Size:	Number of Certified Instruction Staff:
156	19	11

Race and Ethnicity Percentages		
White: 64 %	Hispanic: 34 %	Asian: 0 %
Black/African American: 1 %	American Indian/Alaskan Native: %	
Native Hawaiian or Other Pacific Islander: 1 %	Two or More Races: 0 %	

Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 52 %	English Learner: 17 %	Mobility: 13 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	ELPA21
MAP	FastBridge

Confirm all Instructional Paras are Qualified according to ESSA.	x☐ Yes ☐ 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

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.*

Student data was collected from the MAP assessments, Nebraska Student Centered System (NCAS), English Language Proficiency Assessment (ELPA21), FastBridge, and grade level reading tests. Reading team members assessed students and collected a variety of data in grades K-6 including phonemic awareness, letter identification, high frequency words, and fluency through FastBridge.

1.2	*Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.*

Parent and community input was gathered this year at the annual Title I Parent and Family Involvement Night. Parents attend a short meeting given by the elementary principals on how our Title I program works. The principals review the program, the compact, and have a question and answer time. Parents are asked for input and any needs they feel the school might have. PTO meetings are held once a month and open to all parents to attend. Needs of the school are also identified at those meetings.

1.3	*Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.*

All certified staff at Platte Center Elementary School are fully endorsed in appropriate areas. All certified staff have a Bachelors Degree, 6 hold a Masters Degree, 3 have endorsements or advanced degrees in English as a Second Language, or Reading Specialists.

The Lakeview Community Schools has an early out every Wednesday for PLC, (Professional Learning,) and MTSS, and SAT meetings. Additional in-service opportunities are available through Educational Service Unit #7.

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.*

Instructional strategies were determined by analyzing multiple sources of data. After analyzing data students may be placed in one or more scientifically based intervention programs available at our school. MTSS grade level meetings are used to place students and determine the instructional program used. Students are monitored and continually being placed based on their test scores. Summer school is also offered in June for students needing academic help. Stakeholders are given a perceptual survey to provide feedback for our School Improvement cycle.

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.*

Staff development is driven by the school district's continuous school improvement process. Based on input from staff, ESU 7 personnel, and the Nebraska Department of Education decisions are made on what in-services to provide. Staff will be trained in the Science of Reading and LETRS training will also be provided to elementary teachers.

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.*

Parents are invited to attend the Title I Parent and Student Involvement Family night. Topics discussed may include, but are not limited to: general information about Title I , ways to encourage your child to read, research on how to help your children succeed in school, and reviewing the Title I compact. Parents are encouraged to ask questions and provide feedback about their child's education process. Parents are also asked to provide feedback for additions or edits to the school compact. Parents are invited to attend Open House, Parent Teacher Conferences, and school celebrations.

4.2	*Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.*

Parents are invited to our PTO, (Parent Teacher Organization) to review our Compact and Title I Parent and Family Engagement Policy. The parents are asked for feedback on our policy and procedures. The organization meets monthly during the school year. An interpreter is available for parents that speak Spanish.

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.*

The annual parent meeting is held every spring in conjunction with our Title I Family Involvement Night. We have held a Bingo Night, a Magician, game night, and a night at the local children's museum.

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).*

The school principal and resource staff attend all preschool IEP's and do on-sight observations of preschool students prior to attendance in the district's schools. Preschool students with special needs have a time arranged for them to visit the Kindergarten classroom to help become acclimated to the environment. All Pre-Kindergarten students are invited to attend a Kindergarten orientation, called Kindergarten roundup. Parents are also invited to attend and they have an orientation with the principal on what to expect in the upcoming year. The office staff is also there to explain office procedures to the parents.

The students moving on to the junior high building from our elementary building are invited to an open house in the fall. This orientation explains our PowerSchool Parent portal and all pertinent information before attending junior high.

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).*

The students moving on to the junior high building from our elementary building are invited to an open house in the fall. This orientation explains our PowerSchool Parent portal and all pertinent information before attending junior high. The students also get a tour of the building and can practice opening their lockers. All meetings include an interpreter.

The high school has many opportunities for students to attend college visits, go through an interview process with local businesses, and work on job seeking skills.

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.*

Students are grouped in intervention groups according to their assessment results. The MTSS and student assistance team analyzes the students data and decides on an appropriate intervention. Every six weeks the team goes back and reviews the students' progress and makes the appropriate changes.

Summer school is also offered to provide students with additional practice in reading and math. Summer school is offered in the month of June and is 4 days per week.

Teammates mentors are utilized to encourage academic focus and attendance. School volunteers are utilized whenever possible to read with students and encourage academic growth.

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.)*

NA