

Title I Schoolwide Plan Cover Page

Date of Review:	April 10, 2026
District Name:	Dorchester Public School
School Name:	Dorchester Elementary
County-District-School Number: xx-xxxx-xxx	76-0044-002
Grades Served with Title I-A Funds: <i>(PK is rarely served)</i>	K-6
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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Mr. JJ Wagner
School Principal Email Address:	jj.wagner@dorchesterschool.org
School Mailing Address:	506 West 9th St. Box 7 Dorchester, NE. 68343
School Phone Number:	(402)946-2781
Additional Authorized Contact Person (Optional):	Karma Ridpath
Email of Additional Contact Person:	karma.ridpath@dorchesterschool.org
Superintendent Name:	Dr. Nick Mumm
Superintendent Email Address:	nick.mumm@dorchesterschool.org

Submit Cover Page to (rhonda.wredt@nebraska.gov), at NDE Federal Programs Office by May 1st.

Title I Schoolwide Information Spring 2026 Schoolwide Self-Review

District Name:	Dorchester Public School	Date of Review:	April 10, 2026
School Name:	Dorchester Elementary	County-District-School Number	76-0044
School Principal Name:	Mr. JJ Wagner	Additional Contact Person (Optional):	Mrs. Karma Ridpath
Superintendent Name:	Dr. Nick Mumm	Indicate subject area(s) of focus in this Schoolwide plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify)
Grades Served with Title I-A Funds: <i>(PK is rarely served)</i>	K-06	Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	All Schools MUST complete this form <i>yearly</i> and retain in the district's records to be reviewed by NDE Staff during ESEA/ESSA Monitoring. If there were any changes in the red boxed areas, the school MUST submit the Title I SW Plan Cover Page (here) to the NDE Federal Programs Office by May 1 st . The school is also required to post the updated Schoolwide Plan Cover Sheet with the plan, that has been reviewed each year, on the school website.	

Please list the people and their title that were involved in the review:

Name	Title	Name	Title
Ms. Zaira Vazquez	Parent	Sarah Vyhnalek	1st Grade Teacher
Mr. JJ Wagner	Administrator	Lisa Lautzenhiser	2nd Grade Teacher
Laura Barlow	Interventionist	Brenda Nerud	3rd Grade Teacher
Karma Ridpath	Title I Teacher/Coord.	Cassidy Bruha	4th Grade Teacher
Brian Rut	4-6 Math Teacher	Bailey Schindler	Kindergarten Teacher

SUMMARY SCORESHEET OF SCHOOLWIDE PLAN SELF REVIEW RATING RUBRIC

Each Schoolwide Building must complete the following rating scale by scoring the school's previously approved Schoolwide Plan. Then complete the items on the following pages.

COMPONENTS OF A SCHOOLWIDE PROGRAM

	Required (1 point)	Proficient (2 points) <i>Disaggregated Data</i>	Advanced (3 points)	Points
1	§1114(b)(6) and §1114 (b)(2) Requirement: Comprehensive Needs Assessment			
1.1	The school/district provides training opportunities for administration and staff to understand how to disaggregate data by subgroups to inform curriculum, instruction, and assessment decisions.	Trained staff use disaggregated data from the comprehensive needs assessment in the analysis to inform curriculum, instruction, and assessment decisions.	The school uses a systemic approach in using the data to inform curriculum, instruction, and assessment decisions.	3
Parent/Community input to identify School Needs				
1.2	Parent/community input was gathered that identified the needs of the school through one activity. Describe the activity and how the results were used in the needs assessment. Note: <i>If the activity was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.</i>	Parent/community input was gathered that identified the needs of the school through two activities. Describe the activities and how the results were used in the needs assessment. Note: <i>If one of the activities was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.</i>	Parent/community input was gathered that identified the needs of the school through three or more activities. Describe the activities and how the results were used in the needs assessment. Note: <i>If one of the activities was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.</i>	2
On-going Improvement Efforts to support Continuous Improvement Plan				
1.3	The Continuous School Improvement Plan identifies on-going improvement efforts.	The Continuous School Improvement Plan identifies on-going improvement efforts that address students' needs.	The Continuous School Improvement Plan clearly identifies on-going improvement efforts, identified strategies, resources, and interventions to meet the school's goals and student needs.	3

2	<p>§1114 (b)(7)(A) Requirement: Schoolwide Reform Strategies</p>			Points
<p>Required (1 point)</p> <p>Strategies to Address Additional Assistance for Needs of ALL Children at risk of not meeting challenging state standards</p>		<p>Proficient (2 points)</p>	<p>Advanced (3 points)</p>	
2.1	<p>The schoolwide plan includes strategies to address the needs of <i>all</i> children in the school, but particularly those at risk of not meeting the challenging state academic standards and addresses how the school regularly monitors and revises the plan based on student needs.</p>	<p>The schoolwide plan includes strategies to address the needs of <i>all</i> children in the school through student services; but particularly the needs of those at risk of not meeting the challenging state academic standards and addresses how the school regularly monitors and revises the plan based on student needs.</p>	<p>The schoolwide plan includes strategies to address the needs of <i>all</i> children in the school, but particularly those at risk of not meeting the challenging state academic standards which may include counseling, student services, mentoring, career and technical education programs, or professional development. The plan addresses how the school regularly monitors and revises the plan based on student needs.</p>	3
3	<p>§1114(b)(7)(A)(iv) Requirement: High Quality and Ongoing Professional Development</p>			Points
<p>Required (1 point)</p> <p>Professional development provided to improve Instructional effectiveness through use of academic data</p>		<p>Proficient (2 points)</p>	<p>Advanced (3 points)</p>	
3.1	<p>Ongoing professional development and other activities to improve teacher effectiveness and use of data to guide instruction.</p>	<p>Ongoing professional development and other activities to improve teacher effectiveness and use of data to guide instruction especially targeted to those subgroups of students at risk of failing to meet challenging State academic standards.</p>	<p>Ongoing professional development and other activities to improve teachers, paraprofessionals and other school personnel effectiveness and use data to guide instruction, especially targeted to those subgroups of students at risk of failing to meet challenging State academic standards.</p>	3

	Required (1 point)	Building Level Title I Parent and Family Engagement Policy	Proficient (2 points)	Advanced (3 points)	Points
4.2	<p>A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), was developed with parent and family input.</p> <p><i>(Does not need to be Board approved.)</i></p>	<p>A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), was developed with parent and family input and is distributed/shared with parents and family.</p> <p><i>(Does not need to be Board approved.)</i></p>	<p>A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), was developed with parent and family input and is distributed/shared with parents and family and is reviewed and updated at the annual Title I parent meeting.</p> <p><i>(Does not need to be Board approved.)</i></p>		3
4.3	<p>At least one Title I parent meeting is held annually. The meeting shall inform parents of the school's participation in the Title I program, explain the requirements of Title I and the right of the parents to be involved. Translation provided as needed.</p>	Annual Title I Parent Meeting		<p>In addition to the annual Title I parent meeting, two or more additional Title I parent and family engagement activities are held. These are scheduled at various times to accommodate parents. The importance of communication between teachers and parents is addressed on an ongoing basis. Translation provided as needed.</p>	3
5	\$1114(b)(7)(A) and \$1112(b)(10)(A)(B) Requirement: Transition plan				
	Required (1 point)	Transition plan for incoming students		Advanced (3 points)	Points
5.1	<p>The transition plan for incoming students provides support, coordination, and integration of services.</p>	<p>The transition plan for incoming students provides for at least two activities for students, parents, and school personnel to support, coordinate and integrate services.</p>	<p>The transition plan for incoming students includes three or more varied activities for students, parents, and school personnel to support, coordinate and integrate services.</p>		3

Transition plan for outgoing students		
<p>The transition plan for outgoing students from the school describes one activity to assist in the transition to their next level of education or career.</p>	<p>The transition plan for outgoing students from the school describes at least two activities to assist in the transition from the school to their next level of education.</p> <p>For high schools, this would be to postsecondary school and the coordination with institutions of higher education, employers, and other local partners.</p>	<p>The transition plan for outgoing students describes three or more activities to assist students in the transition to their next level of education.</p> <p>For high schools, this would be to postsecondary school and the coordination with institutions of higher education, employers, and other local partners; and through increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>
<p>5.2</p>		<p>3</p>
<p>6</p>	<p>§1114(b)(7)(A) Requirement: Opportunities to Strengthen the Academic Program</p>	<p>Points</p>
	<p>Required (1 point)</p>	<p>Proficient (2 points)</p>
	<p>Opportunities SWP increases amount and quality of Learning Time within or beyond instructional day</p>	
<p>6.1</p>	<p>The schoolwide plan describes one opportunity to increase the amount and quality of learning time within or beyond the instructional day.</p>	<p>The schoolwide plan describes two opportunities to increase the amount and quality of learning time within or beyond the instructional day.</p>
<p>7</p>	<p>§1114(a)(1)(A) LEA Option May Consolidate Use of Title I-A Funds:</p>	
	<p>Consolidated OR Coordinated and Integrated of Federal, State, and local funds</p>	
<p>7.1</p>	<p>LEA may Consolidate and use Federal, State, and local Title I Funds:</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. (It is common practice in Nebraska to not consolidate funds). If you think your district does consolidate funds, contact your consultant before marking no otherwise mark yes.</p>	

Each school is required to retain evidence that the annual review has addressed program effectiveness. Please complete the following:

Describe the data that analyzed to determine the effectiveness of the program and decisions made as a result:

The team continuously analyzes reading and math data. The data is also reviewed by the DPS Continuous School Improvement Team on an annual basis. Data included MAP Reading Fluency, MAP Growth (Reading and Math), Wonders Reading Classroom Data, Big Ideas Math Data, and NSCAS Growth Reading and Math Data. We will continue to work with personal MAP Goals and progress monitoring data as well. Note - Individual student data is reviewed during Data Meetings at least quarterly during the regular school year. Staff members included in data meetings include EL, Title I, Special Education, SpLaPath, and also classroom teachers.

**List changes made to the Schoolwide Plan - if none, respond NA:
If any changes were made to the Schoolwide Plan the updated plan must be posted to the school's website. The Schoolwide Existing Plan Template can be found here.**

NA

In the box below give information that was discussed during the review (Meeting Minutes):

Friday, April 10, 2026
*Annual Review Rubric
*Progress Monitoring (MAP Reading Fluency, Wonders Reading, Multiple Skills)
*Coordinating math practices with Big Ideas
*Coordination of Wonders - google doc
*Title I Compact
*Summer Camp Plans

*CKLA/Amplify - New K-6 ELA materials adoption
*Transition to DIBELS 8 for Screener for the 2026-2027 school year; include training options