

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: (PK is rarely served)	K-6
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. (Mark appropriate box)	<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.

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Mrs. Zaira Vazquez Mr. Jake Wiese Dr. Curtis Cogswell Mrs. Karma Ridpath Cassidy Bruha Amanda Clouse Laura Barlow Rachel Weakland Lisa Lautzenhiser Brenda Nerud Brian Rut Brent Zoubek	<u>Parent Administrator</u> Superintendent Title I 4th Grade Teacher 1st Grade Teacher Interventionist SpLa Path 2nd Grade Teacher 3rd Grade Teacher 4-6 Math Teacher 5th Grade Teacher

School Information
(As of the last Friday in September)

Enrollment: 126	Average Class Size: 18	Number of Certified Instruction Staff: 13
Race and Ethnicity Percentages		
White: 68 %	Hispanic: 30 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 2 %	
Other Demographics Percentages. (may be found on NEP: https://nep.education.ne.gov/)		
Poverty: 42 %	English Learner: 17 %	Mobility: 0 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
3-6 NSCAS Growth Reading and Math	Wonders Classroom Reading K-6
MAP Reading Fluency K-3	Big Ideas Classroom Math K-6
MAP Growth Math K-6	
MAP Growth Reading 3-6	
Confirm all Instructional Paras are Qualified according to ESSA. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Date Reviewed: 2/23/2024

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	<i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction, and assessment decisions.</i>
	Data is gathered and reviewed at many times throughout the school year. Data is reviewed at the Fall K-6 MTSS Full Day training as well as the May K-6 Full Day Data Retreat. We have access to the NDE link on our school website. In addition, we disaggregate our elementary reading and math data. We also complete a longitudinal chart of our data so we can look at data not only by grades, but also as cohorts move through the district. We also have MTSS conversations at least 1-2 time per quarter at our early releases which occur on Fridays. Finally, we do hold at least five elementary data meetings throughout the year to discuss individual student data. Our school improvement team holds meetings and also attends a refine and refocus activity for MTSS each year after school releases for the summer.
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>
	We gather information from parents and the community through parent surveys. Our last survey was conducted in October of 2023. Also, Title I Parents completed a survey in February of 2024 in conjunction with Parent Teacher Conferences. Title I students completed a survey in February of 2024 as well. The Title I Parent and Student Data is not used only to make decisions for Title I, but also to help plan our Summer Math and Reading Camp.
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
	Our school improvement plan is linked to our school website and it is accessible to all. We also keep an ongoing intervention inventory so we can access materials for specific student needs. Our staff is in the process of working with Marzano Learning Strategies. These strategies will be reviewed and additional plans put in place for the ongoing work with them. There is a Curriculum Development Cycle in place in the district which supports the CIP. Finally, an annual report is made available to district stakeholders and is also available on the school website.

2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.</i>
	The following processes are in place to provide additional support for students: <ul style="list-style-type: none"> * 90 minute Reading Block * SAT Process *WIN Reading Intervention Schedule *Title I Math Interventions *HAL (High Ability Learning) After School Program *Suicide Training for Staff *DESSA - Collecting SEBL data to help students. *MTSS Process *Decision Rules for Reading and Math Assistance *Data Meetings

*On-Site School Psychologist - 2 days per week

3. High quality and ongoing professional development

3.1	<i>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.</i>
The following Professional Development Activities are a part of the DPS Professional Development Plan: *PD at the local ESU 6 *BRC (Blue River Cohort) two times per year to meet with same grade instructors and plan. *Friday Early Release PD *Special Service Meeting Dates *IPDP Conversations and Plans *EL Conversations and Plans *SPED Conversations and Plans	

4. Strategies to increase parent and family engagement

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.</i>
The Compact is developed and reviewed by many stakeholders. It is available in English and Spanish on the district web site. The Compact is reviewed at the Annual Title I Mini-Meetings. It is also included in an envelope of materials which is given to all parents of Title I students, The Compact is reviewed by classroom teachers at the Annual Self-Review Meeting. Finally, the Compact is reviewed on an annual basis at the May School Board Meeting.	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.</i>
The Parent Engagement Policy is reviewed by many stakeholders. It is available in English and Spanish on the district web site. The policy is reviewed at the Annual Title I Mini-Meetings. It is also included in an envelope of materials which is given to all parents of Title I students, The policy is reviewed by classroom teachers at the Annual Self-Review Meeting. Finally, the policy is reviewed on an annual basis at the May School Board Meeting.	
4.3	<i>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.</i>
The Annual Title I Parent Meeting is held in conjunction with fall parent teacher conferences. There are three sessions available for parents so they can choose the session which best fits their work and personal schedule. Parents are notified ahead of time about the meeting. If they don't attend, a packet of information is prepared and given to them. A translator is available at the meeting as well as conferences throughout the day so parents can receive information in a language that is understandable to them.	

5. Transition Plan

5.1	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
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Parent are offered a tour of the building. We also hold an open house in the fall so they may come and meet teachers and students can find their classrooms. We do hold a Kindergarten Parent Meeting and Round-Up each spring. Pre-Kindergarten students visit the kindergarten classroom late in the spring as a transition to kindergarten in the fall. There is a checklist in cum folders as new students enter the district so all teachers associated with new students are able to access the informaiton. We offer a Summer Math and Reading Camp. Students moving into the district are often given the option to attend so they can learn to know some of their teachers and classmates prior to school starting. We hold a Child Find at least one time per semester in order to provide determination if additiional services may be needed for young children. The students in 4th, 5th, and 6th grade rotate classrooms as a model to aid the transition into junior high. A K-6 Staff May Data Retreat is held each year to pass information to upcoming teachers that will help in planning for students they will have in their class the following fall. Our speech language pathologist provides services as determined by qualification for preschool students. We also contact Head Start each fall to ask about any of our kindergarten students who may have accessed those services. Through that contact, we can provide transition activities.

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).*

Our 4th, 5th, and 6th grade students are in a classroom rotation which helps with their transition to junior high. All 7th and 8th grade students complete a quarter study skills class which helps with transition to high school. During our K-6 May Data Retreat, information is gathered to pass to junior high teachers which helps with that transition. The guidance counselor provides lessons on transition throughout elementary and into junior high.

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.*

We provide increased learning time through the following:

* WIN - What I Need Time - This is reading intervention time built into the regular school day. All students receive additional time whether it is to increase low reading skills or extend strong reading skills.

* Title I Math Intervention Tiime - Practices are aligned to the material that is being taught from Big Ideas Math in the regular classroom.

* ZAP - (Zeros Aren't Permitted) - This is a study time at the end of the day for 4th, 5th, and 6th students to receive additional assistance.

*Summer Math and Reading Camp - Students are invited to attend additional practices times for reading and math skills. This runs one week in June and one week in July.

*Summer Library - Sheets are distributed explaining reading opportunities in the area during the summer months.

* Reading Club - Students in grades 3-6 are invited to participate in this after school activity which culminates iin a reading competition each March.

*Resource/EL - Students are provided additional assistance based on their plans.

*Guidance - The guidance teacher is available to assist students as needed and also provides weekly lessons to elementary classes,

*HAL - High Ability Learning meets after school one day per week to complete extension learning activities.

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). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
N/A	