Title I Schoolwide Information
Spring 2026 Schoolwide Self-Review

District Name:	Lakeview Community Schools	Date of Review:	April 29, 2026
School Name:	Platte Center	County-District-School Number	71-0005
School Principal Name:	Mr. Brandon Nygren		
Superintendent Name:	Mr. Rick Meyer	Additional Contact Person (Optional):	Annette Barcel
Grades **Served** with Title I-A Funds: *(PK is rarely served)*	K-6	Indicate subject area(s) of focus in this Schoolwide plan.	☒ Reading/Language Arts ☐ Math ☐ Other (Specify)
Preschool program is supported with Title I funds. *(Mark appropriate box)*	☐ Yes ☒ No	Summer school program is supported with Title I funds. *(Mark appropriate box)*	☐ Yes ☒ No

All Schools MUST complete this form *yearly* 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 1st. 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
Stephanie Ellis	Parent	Liz Dewald	2nd Grade Teacher
Mr. Brandon Nygren	Administrator	Billie Wemhoff	3rd Grade Teacher
Annette Barcel	Title l Teacher	JoAnn Brandt	4th Grade Teacher
Jody Jarecki	Kindergarten Teacher	Guadalupe Nieto	Parent Liason/Interpretor
Holly Sprunk	1st Grade Teacher	Rachelle Miller	Parent

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				
1	**§1114(b)(6) and §1114 (b)(2)** **Requirement: Comprehensive Needs Assessment**			
	Required (1 point)	**Proficient (2 points)**	**Advanced (3 points)**	**Points**
	Disaggregated Data			
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:*** *If the activity was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.*	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:*** *If one of the activities was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.*	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:*** *If one of the activities was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.*	*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	**§1114 (b)(7)(A)** **Requirement: Schoolwide Reform Strategies**			
	Required (1 point)	**Proficient (2 points)**	**Advanced (3 points)**	**Points**
	Strategies to Address Additional Assistance for Needs of ALL Children at risk of not meeting challenging state standards			
2.1	The schoolwide plan includes strategies to address the needs of *all* 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.	The schoolwide plan includes strategies to address the needs of *all* 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.	The schoolwide plan includes strategies to address the needs of *all* 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.	*3*
3	**§1114(b)(7)(A)(iv)** **Requirement: High Quality and Ongoing Professional Development**			
	Required (1 point)	**Proficient (2 points)**	**Advanced (3 points)**	**Points**
	Professional development provided to improve Instructional effectiveness through use of academic data			
3.1	Ongoing professional development and other activities to improve teacher effectiveness and use of data to guide instruction.	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.	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.	*3*

4	§1116(a-f) **Requirement: Strategies to increase Parent and Family engagement**
	(See section below for Compact Requirements. All requirements must be included to receive a score.)

A **Title I School-Parent Compact** has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high academic standards. Such compact shall:

- ☒ describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards;
- ☒ the ways in which parents will be responsible for supporting their children's learning; (For example: volunteering in their child's classroom, participating in decisions relating to the education of their children and positive use of extracurricular time)
- ☒ address the importance of communication between teachers and parents on an ongoing basis

Parent signatures are encouraged, but not required.

	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
4.1	The compact was developed with staff and parents and meets the requirements below.	Staff and parents were involved in the development of the compact and reviewed at the annual parent meeting. The compact meets the requirements below.	Staff, parents, and students (secondary only) were involved in the development of the compact; reviewed at the annual parent meeting and at least one other time per year. The compact meets the requirements below.	*2*
	(See section below for Title I Parent and Family Engagement Policy or Procedure Requirements.)			

The **school** has a policy that meets the requirements of ESSA. The policy shall include the following:

schools shall provide opportunities for the participation of parents and family members including those with migratory children, limited English proficiency, or have disabilities. Parent shall be notified of the Parent and Family Engagement Policy, information related to school and parent programs, meetings, and other activities in an understandable and uniform format and to the extent practicable provided in a language the parents can understand;
convene an annual parent meeting scheduled at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school Parent and Family Engagement Policy;
provide opportunities for parents and family members to participate in decisions relating to the education of their children. The school shall provide other reasonable support for parental involvement activities;
provide parents of participating children timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand;
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;
coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
	Building Level Title I Parent and Family Engagement Policy			
4.2	A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), was developed with parent and family input. *(Does not need to be Board approved.)*	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. *(Does not need to be Board approved.)*	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. *(Does not need to be Board approved.)*	*2*
	Annual Title I Parent Meeting			

4.3	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.	In addition to the annual Title I parent meeting, at least one additional Title I parent and family engagement activity is held. These are scheduled at various times to accommodate parents. Translation provided as needed.	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.	*2*
5	**§1114(b)(7)(A) and §1112(b)(10)(A)(B)** **Requirement: Transition plan**			
	Required (1 point)	**Proficient (2 points)**	**Advanced (3 points)**	**Points**
	Transition plan for incoming students			
5.1	The transition plan for incoming students provides support, coordination, and integration of services.	The transition plan for incoming students provides for at least two activities for students, parents, and school personnel to support, coordinate and integrate services.	The transition plan for incoming students includes three or more varied activities for students, parents, and school personnel to support, coordinate and integrate services.	*2*

	Transition plan for outgoing students			
5.2	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.	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. For high schools, this would be to postsecondary school and the coordination with institutions of higher education, employers, and other local partners.	The transition plan for outgoing students describes three or more activities to assist students in the transition to their next level of education. 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.	*2*
6	**§1114(b)(7)(A)** **Requirement: Opportunities to Strengthen the Academic Program**			
	Required (1 point)	**Proficient (2 points)**	**Advanced (3 points)**	**Points**
	Opportunities SWP increases amount and quality of Learning Time within or beyond instructional day			
6.1	The schoolwide plan describes one opportunity to increase the amount and quality of learning time within or beyond the instructional day.	The schoolwide plan describes two opportunities to increase the amount and quality of learning time within or beyond the instructional day.	The schoolwide plan describes three or more opportunities to increase the amount and quality of learning time within or beyond the instructional day.	*2*
7	**§1114(a)(1)(A)** **LEA Option May Consolidate Use of Title I-A Funds:**			
	Consolidated OR Coordinated and Integrated of Federal, State, and local funds			
7.1	***LEA may Consolidate and use Federal, State, and local Title I Funds:*** ☐ *Yes* ☒ *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.			

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:

A data meeting was held to review MAP Scores, FastBridge Scores, and ELPA21. We discussed the schoolwide process and the efffectiveness of the Title l program. All in attendance agreed that the program is functioning well.

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.

None

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

During the meeting a review of materials from the reading core along with Sound Partners, Stepping Stones, Reading Mastery, Read Naturally, Quick Reads and Heggerty Phonics were revieved. These programs are incorporated to meet all the different needs of students. The teachers discussed adding possibly adding a new intervention called UFLI that can also benefit our students that may need more phonemic awareness activites. LETRS training was also discussed and how it can be incorporated into our classrooms also.