

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:		Norfolk Public Schools
County Dist. No.:		9-0002
School Name:		Woodland Park Elementary
County District School Number:		004
School Grade span:		K-4
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>		X Yes ☐ No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i> X Yes ☐ No Indicate subject area(s) of focus in this Schoolwide Plan. ☒ Reading/Language Arts ☐ Math ☐ Other (Specify) _____		
School Principal Name: Bruce Strong		
School Principal Email Address:		brucestrong@npsne.org
School Mailing Address:		Woodland Park Elementary School 611 N. Meadow Lane Norfolk, NE 68701
School Phone Number:		402-644-2565
Additional Authorized Contact Person (Optional):		Sheila Arlt
Email of Additional Contact Person:		sheilaarlt@npsne.org
Superintendent Name:		Mr. Erik Wilson
Superintendent Email Address:		erikwilson@npsne.org

Confirm all Instructional Paras are Highly Qualified according to ESSA.	x ☐ Yes ☐ No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	x ☐ Yes ☐ No

Due to NDE by Friday, April 1st Updated: September 2025

<u>Names of Planning Team</u>	<u>Titles of those on Planning Team</u>
<i>(include staff, parents & at least one student if Secondary School)</i>	
<u>Bruce Strong</u>	<u>Administrator</u>
<u>Sheila Arlt</u>	<u>Title 1 Teacher</u>
<u>Xochitl Naranjo</u>	<u>Title 1 Teacher</u>
<u>Stephanie Anderson</u>	<u>Special Education Teacher</u>
<u>Tonya Carriker</u>	<u>Deaf Education Teacher</u>
<u>Tia Morrill</u>	<u>Kindergarten Teacher</u>
<u>Katrina Beckman</u>	<u>Kindergarten Teacher</u>
<u>Mitzi Jones</u>	<u>1st Grade Teacher</u>
<u>Shelly Austin</u>	<u>1st Grade Teacher</u>
<u>Emelee Harder</u>	<u>2nd Grade Teacher</u>
<u>Kayla Wingert</u>	<u>2nd Grade Teacher</u>
<u>Tommaso Pagano</u>	<u>3rd Grade Teacher</u>
<u>Katherine Rempfer</u>	<u>3rd Grade Teacher</u>
<u>Andi Williams</u>	<u>4th Grade Teacher</u>
<u>Alyssa Kampa</u>	<u>4th Grade Teacher</u>
<u>Amanda Avidando</u>	<u>Parent</u>
<u>Leonor Fuhrer</u>	<u>Parent</u>
<u>Marie Arnold</u>	<u>Parent</u>

School Information

(As of the last Friday in September)

Enrollment: 170 Average Class Size: 17 Number of Certified Instruction Staff: 22

Race and Ethnicity Percentages

White: 77%	Hispanic: 27%	Asian: 0.1%
Black/African American: .05%	American Indian/Alaskan Native: .01%	
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: 6%

Other Demographics Percentages (may be found on NEP <https://nep.education.ne.gov/>)

Poverty: 55%	English Learner: 3%	Mobility: 6%
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Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

NSCAS	
DIBELS 8th Edition	
MAP Growth	

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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 curriculum, instruction and assessment decisions.</i>
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Our work as a Professional Learning Community team is our systematic approach to:

1. identify what our students know and are able to do in order to inform our instruction
2. help us use data based decision making and make assessment decisions
3. problem solve when our students need intervention or enrichment.

We use the PLC process to enhance the instructional and assessment opportunities for our students and further focus on needs identified through our Self Review Rating Rubric. When working in our building PLCs, we work with our grade level teaching partners and MTSS team approximately every six weeks to analyze and discuss all children, and especially students identified as “at-risk” of failing to meet state academic standards using our Multi-tiered Systems of Support (MTSS) framework, following the decision rules identified by our district. This process focuses on effective core whole group and small group instruction with our Wonders Reading and i-Ready Math program and research based interventions for students needing supplemental and intensive support.

We use a data-based decision-making process using a combination of universal screeners, such as DIBELS 8th Edition, MAP Growth, diagnostics, iReady diagnostics, progress monitoring, and common formative assessment measures. At-risk students may be recommended to our Student Assistance Team (SAT), if adequate progress has not been made. The team meets to plan for further instruction, intervention, or possible special education referral as part of the progression through the MTSS framework.

Evidence:

- 1.) Woodland Park Self-Rating Rubric
- 2.) MTSS Decision Rules for Title book
- 3.) SAT form
- 4.) PLC Data Meetings
- 5.) Woodland Park Summer School Matrix 2025-2026 for Title
- 6.) WP MTSS Meeting Document 2026-2027

1.2 *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.*

Survey 1.) Parents, staff, and students were provided online access to a perceptual survey to help identify the strengths and needs of Woodland Park Elementary. An email was sent to all parents with a link to the online survey. At parent-teacher conferences, chromebooks were available for parents without internet access to use in order to fill out the survey. All third and fourth grade students completed the survey during Media class. All staff completed the survey during a staff meeting. This survey contained 24 questions with a five choice gradient. The choices ranged from strongly agree to strongly disagree. Sixty-seven parents completed the rating scale which also allowed the opportunity to add any additional comments or ideas regarding Woodland Park School. The results were reviewed with staff during a PLC meeting. Results were positive in the agree to strongly agree categories which is above the district average.

Survey 2.) Based on family need and Free/Reduced lunch demographics, Woodland Park Elementary continues to provide students with backpacks of food on the weekends through Foodbank of the Heartland, Woodhouse, and Blessings in a Backpack. This food is given discreetly on Fridays and has allowed students to have nutritious food they can open without help from an adult. A consent form is distributed to participating families asking if the food is an asset to the student's food choices. One hundred twenty forms were distributed and the majority of these were returned. On average, 35-80 families benefit from this program. The results are privately tallied and used to make changes in the kinds and amounts of food distributed weekly.

Evidence:

1.) Woodland Park Parent Perceptual Survey

1.3

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.

Woodland Park Elementary's on-going improvement efforts to support our school improvement plan include our collaboration in the PLC process and MTSS framework (see 1.1 for a review of our PLC process and MTSS framework). Within this framework, our core instruction aims to meet 80% of our students' needs. Students in need of Tier 2 support receive intervention within the classroom or by Title reading specialists. Students in need of Tier 3, more intensive support, are served by the Title reading specialists, ELL teacher, and/or special education teacher and receive targeted intervention aligned to their specific need using evidence based programs or practices. Paraprofessionals are also used to provide support in the classrooms. These improvement efforts are further supported through our **2026-2027 school year building goal: each grade level will have an 80% proficiency rate on priority standards in both math and reading.**

Evidence:

1.) MTSS decision rules

2.) 1.3.22 Data Review and Building SMART Goal Process

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. Provide supporting documentation in the corresponding folder.

2.1 Extra Student Assistance

The Norfolk Public Schools District follows the PLC process as the foundation for our MTSS framework through which we work to meet the needs of all of our students in our school. We are continuously referring back to the 4 questions of the PLC process. *1. What do we expect students to learn? 2. How will we know they have learned it? 3. How will we respond when they don't learn? 4. How will we respond when they already know it?* Using these as our foundation, we utilize PLC time for students at the building level and at the district level. By attempting to answer the four questions of the PLC, we discuss and use data to implement our core instruction and guide our decisions when placing students in Tier 2 and Tier 3 interventions according to our MTSS guidelines.

MTSS at our building level involves the whole teaching staff to add expertise in decision making. The structure of our meetings has been evolving to better accommodate the needs of the students and to streamline the efficacy of staff decisions. We discuss student progress every six weeks to determine if students are making progress, if we should continue an intervention, change an intervention or can discontinue an intervention after progress has been made.

Teachers utilize this PLC/ MTSS time to review student data. Our data includes if students are meeting the standards in alignment with our target- based grading, DIBELS 8th Edition progress monitoring, MAP Growth, NSCAS, and intervention documentation.

This fluid process has evolved from the development of committees that began with a Guiding Coalition and Steering Team developed to make decisions and establish school-wide guidelines and expectations for students. Our goal was to establish a functional school based on Tier 1, Tier 2, and Tier 3 levels in both academics and behaviors. Tier 3 intervention teams were also established for this purpose that extends support from our guidance counselor, special education teacher and school psychologist. The SAT process has been utilized to refer students not meeting the learning targets that we have defined for them. This begins with the PLC/ MTSS process.

The district utilizes Wonders Reading Curriculum, along with 60 minutes of core reading instruction and 60 minutes of small group instruction into the daily routine. Teachers divide students into these small groups based on the data reviewed during the PLC process. Reading level, skill gaps and enrichment opportunities are taken into consideration. Our i-Ready Math curriculum outlines core instruction with built in enrichment and intervention. Our building also provides an additional 30 minutes of intervention and/or enrichment for math in addition to the core curriculum.

Students needing additional support receive specialized instruction from Title Reading, Special Education, ELL, and paraprofessionals. Classroom teachers also provide additional support to students not performing at grade level within the classroom during scheduled intervention blocks. These programs focus on Tier 2 interventions utilizing CORE 5, IXL, and other Tier 2 intervention strategies.

Midtown Health provides in-school mental health counseling to students based upon recommendations by teachers and other school professionals with parental consent. Several volunteers visit the school on a consistent basis to work with students needing extra support in the classroom. In addition to this, some of our students meet with our principal, school counselor, and various support staff for mentoring and relationship building.

Evidence:

- 1.) Master schedule with evidence of intervention time**
- 2.) MTSS decision rules (in folder 1.1)**
- 3.) Use of Core 5 and IXL (as indicated in Decision Rules - see 1.1)**

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. Provide supporting documentation in the corresponding folder.

Job-embedded professional development through Professional Learning Communities (PLCs) is the primary form of ongoing professional learning provided to improve instructional effectiveness at Woodland Park Elementary and within the district. Teachers participate weekly in either building or district level meetings, collaborating to implement strategies to help our students be successful and analyzing student data as part of our data-based decision making and problem solving process within our MTSS framework. Every few months teachers have a vertical PLC to discuss and analyze data across grade levels to ensure consistency and growth. Paraprofessionals at Woodland Park Elementary also participate in monthly PLCs with our principal to receive training and learn best practices and strategies to support teachers and students in the classroom.

In addition to PLCs, by the end of the 2026-2027 school year, all certified teachers will have been trained in LETRS Volumes 1 and/or 2 to improve our reading instructional practices.

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Reading and Special Education teachers were trained in Corrective Reading and Early Interventions in Reading this year to add to our toolbox of interventions for students needing supplemental and/or intensive support. Title teachers were also trained in UFLI Phonics. We use the Multi-Tiered Systems of Supports (MTSS) framework to have data-driven discussions and make decisions about students' growth and needs every six weeks. We have begun implementing our new online data management system, Educlimber. Woodland Park Certified staff also participate in PD (professional development) days throughout the school year to help improve instructional effectiveness, personal growth, and professional development. Multiple staff of Woodland Park continue professional development through educational courses that strengthen and improve their academic knowledge. Teachers are offered training seminars both during the school year and during the summer. All staff are encouraged to continue their learning with technology through webinars, training, or college courses. Through the Norfolk Public Schools Instructional Model professional development is provided to learn each of the components of the Instructional Model and how to successfully implement it in the classroom.

Evidence:

- 1.) PLC schedule
- 2.) District PD schedules
- 3.) List of Additional Professional development documentation with list of participants

4. Strategies to increase parent and family engagement

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| 4.1 | <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> |
|------------|---|

During fall parent teacher conferences at Woodland Park Elementary, parents, teachers and students agree to and sign the responsibilities in the District written School-Parent Compact. Parents are encouraged to jointly develop this compact during the annual Title 1 meeting. If changes or suggestions are made by parents, the District Office is notified. This document encourages parents, students and teachers to work together to benefit students by providing role clarity and expectations for all. The compacts are kept with the Title teacher. Woodland Park has almost 100% participation.

Evidence:

- 1.) School-Parent Compact: English
- 2.) School-Parent Compact: Spanish

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|------------|--|
| 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. Provide supporting documentation in the corresponding folder.</i> |
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Parents are considered partners in the educational success of their children through participation and communication. We send invitations to our annual Title 1 meeting to our families in order to encourage participation. Here we ask our parents to be part of developing our Title 1 Parent and Family Engagement Policy. We also take time to discuss the policy with parents, our participation in Title 1, and the rights and requirements of parents. At this time, we ask for any suggestions for improvements to the document. Parents have not added or changed anything on the policy, but we will continue to discuss the components of the document at our annual meetings each year. If changes are offered at our meeting or events, we will share suggestions with our Central Office to consider. The Family Engagement policy is in our school handbook which is made available to all parents at our annual open house at the beginning of the year. It is also available on our district website. The link to the website is
[:https://www.norfolkpublicschools.org/search-results.html?search=policy+6410&id=26](https://www.norfolkpublicschools.org/search-results.html?search=policy+6410&id=26)

Evidence:

1.) Family Engagement Policy document

Please provide a narrative below describing how and when the annual Title I parent meeting is/was held **4.3**
informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.

Our school provides opportunities for parent/family participation and to encourage educational success in the following ways:

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- 1.) **Title 1 Parent Meeting:** Parents are part of reviewing and updating our Title 1 Parent and Family Engagement Policy during our annual parent meeting. Parents are informed of Woodland Park's participation in Title 1, and requirements and rights of parents to be involved are covered. If changes are offered at our meeting, we will share suggestions with our Central Office to consider for the District's Title 1 policy document.
- 2.) **Parent Teacher Conferences** (Compact is reviewed and signed at conferences). Parent Teacher Conferences are held in October.
- 3.) **Woodland Park Family Game Night:** We hosted a Family Pizza Game Night in January 2024, 2025, 2026, and will be held in February of 2027,. Students and their families were invited to have pizza, play Bingo, and earn books.
- 4.) **A superbowl reading competition was held school-wide.** Students, family members, and staff participated in accumulating points through minutes read. These points were converted to "yardage" on a classroom football field. The classroom with the most "yardage" received a reward incentive.
- 5.) **One Book One School:** All students were given the book The Mouse and the Motorcycle. One chapter was assigned each day for students to read at home. A comprehension question was asked each day, and students who answered correctly were given a prize. With the help of the PTO, we hosted a family movie night that corresponded with the book.

Evidence:

- 1.) **Annual Title 1 Parent Meeting: documentation**
- 2.) **Pizza and Game Night documents**
- 3.) **Superbowl Reading Competition documentation video**
- 4.) **One Book One School: The Mouse and the Motorcycle**

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).

Woodland Park Elementary has a transition plan for incoming students to include the following:

- 1.) **Observations:** Woodland Park kindergarten teachers observe and interact with incoming students at our district preschool and the local Head Start. We also have a transition meeting with preschool teachers to discuss any students who have an IEP or special concerns
- 2.) **Kindergarten Round-up:** Our kindergarten and preschool teachers gather to provide parents with information to support their students as they transition into elementary school. Teachers address kindergarten expectations and answer questions concerning individual readiness for school. Invitations are sent to families and information is also provided on the district, school, and teacher websites. We hold an annual kindergarten round up where teachers meet incoming kindergartners and assess their academic skills. Our hope is to make the transition to kindergarten as effective and smooth as possible. Kindergarten Round Up was held in April.
- 3.) **Welcome Information Packet & Tour:** New students receive a tour of the building and Woodland Park information packets to help answer questions or concerns. For students and families in need of English Learning support, the district Spanish interpreter is available. Woodland Park teachers, staff, administration, counselor, interpreter for any deaf or hard of hearing students, and Spanish interpreters all work together with students at Woodland Park in order to best support their needs for a smooth transition into the school.

Evidence:

- 1.) **Head Start/Little Panther PreSchool visit: documentation invitation**
- 2.) **Kindergarten Round Up: documentation**
- 3.) **Woodland Park Open House: documentation**
- 4.) **Kindergarten “pre-start”: documentation assessments**

Please provide a narrative below describing the school's transition plan for outgoing students as they

5.2

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).

Woodland Park Elementary has a transition plan for outgoing students to include the following:

- 1.) **Departmentalization:** Students at Woodland Park also have 4th grade science and social studies departmentalized to increase student exposure to multiple staff members and transitions with expectations similar at the Middle School.
- 2.) **Career Readiness:** The Woodland Park guidance curriculum exposes students to a variety of career awareness and strategies for successful friendships and strong citizenship traits that are helpful long after they leave Woodland Park.
- 3.) **Middle school Registration & Open House:** Woodland Park students are invited to a registration night at the middle school with their families in the spring and an Open House in the fall. They view the schedules, locate classrooms and meet middle school staff and administration.
- 4.) 4th grade students visit the Middle School in Spring.
- 5.) **Special Education Transition:** The Woodland Park special education teacher arranges an extra tour of the middle school with students that require more exposure to the new building and staff in order to ease anxiety and increase preparedness and success. The Woodland Park special education teacher meets with the Middle School special education teacher to discuss outgoing 4th grade students who will require extra support through their IEPs.
- 6.) Teachers meet with grade levels to identify student needs and accommodations each spring for the upcoming school year.
- 7.) New students to Woodland Park view school procedure video (created by Woodland Park students and staff) www.youtube.com/woodlandparkprocedures
- 8.) Woodland Park Counselor meets with Middle School Counselor to create a seamless transition for outgoing 4th graders to the Middle School. Students view a video from the Middle School which addresses questions and concerns of outgoing 4th graders.

Woodland Park teachers and staff, administration, counselor, and paraprofessionals all work together with students at Woodland Park in order to best support their needs for a smooth transition to the next year's school year.

Evidence:

- 1.) **Guidance: career awareness documentation**
- 2.) **Middle School Transition DVD**
- 3.) **Middle School Open House Flyer**

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.

Extended learning is offered to the students and families of Woodland Park Elementary during the school day as well as after school hours through the following:

- 1.) **Intervention time:** Each teacher has two daily opportunities - a 60-minute small group reading and a 30 or 40 minute intervention block in which classroom teachers, ELL teachers, title teachers, special education teachers, and paraprofessionals work together to provide support to students.
- 2.) **Summer school:** This is offered to students entering 1st-4th grades. Sustaining reading and math skills are the focus of summer school.
- 3.) **Websites:** Teacher, school, district, and program websites are available for student use outside of the school day. Students are able to visit teacher websites to practice math facts, district sight words, and can also find links to different apps to support their learning. Such program websites like LEXIA CORE 5 for reading intervention practice, and/or iReady for math intervention and IXL for reading and math, are encouraged within the school day during intervention time as well as at home.
- 4.) **At home reading:** Students who are at risk, are sent home with books daily for extra reading practice at their instructional level.

Evidence:

- 1.) Intervention block (schedule)**
- 2.) Summer school matrix**
- 3.) Small group intervention rotations**