Title I Schoolwide Plan

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

The New Title I Schoolwide Plan is due to the NDE Federal Programs office by April 1st

Date of Review:	9/1/2026
District Name:	Ogallala Public Schools
School Name:	Prairie View School
County-District-**School** Number: xx-xxxx-xxx	51-0001
Grades **Served** with Title I-A Funds: *(PK is rarely served)*	K-8
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
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☐ Math ☐ Other (Specify)_____
School Principal Name:	Abigail Fehr
School Principal Email Address:	abigailfehr@opsd.org
School Mailing Address:	801 East O St. Ogallala, NE 69153
School Phone Number:	308-284-7639
Additional Authorized Contact Person (Optional):	Jacob Fehr
Email of Additional Contact Person:	jacobfehr@opsd.org
Superintendent Name:	Gene Russel
Superintendent Email Address:	generussel@opsd.org

Names of Planning Team *(include staff, **parents** & at least **one student if Secondary School**)*	Titles of those on Planning Team
_____ Abigail Fehr Jacob Fehr Casey Slama Betsy Theiler Taylor Elliot Tracy Cone Heather Orth _____ _____ _____ _____	Parent Administrator Administrator Administrator Administrator Parent529 Teacher Parent Teacher _____ _____ _____ _____

School Information

(As of the last Friday in September)

Enrollment: 529	Average Class Size: 20	Number of Certified Instruction Staff: 51
Race and Ethnicity Percentages		
White: 80.32 %	Hispanic: 16.44 %	Asian: 0 %
Black/African American: 0.81 %	American Indian/Alaskan Native: 0.81 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 1.62 %	
Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 45.94 %	English Learner: 1.66 %	Mobility: 6.36 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	**DIBELS 8**
MAPS Testing	
ESGI K-2	
ACT	

Confirm all Instructional Paras are Qualified according to ESSA.	☒ 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.*

Prairie View School utilizes multiple assessment tools to collect and analyze student achievement data, identify academic strengths and areas of need, monitor student progress, and guide instructional decision-making. Assessment data is reviewed throughout the school year to ensure instructional practices and interventions are responsive to individual student needs.

NSCAS (Nebraska Student-Centered Assessment System): The NSCAS assessment measures student proficiency in relation to Nebraska's academic content standards. Students in grades 3–8 participate in English Language Arts and Mathematics assessments, while students in grades 5 and 8 also participate in Science assessments. Results are analyzed to identify trends in student achievement, evaluate instructional effectiveness, and guide school improvement efforts.

MAP Growth (Measures of Academic Progress): Students in grades K–8 participate in MAP Growth assessments three times annually (fall, winter, and spring). These assessments measure student achievement and academic growth in Reading and Mathematics. Teachers and administrators use MAP Growth data to identify individual student needs, monitor progress toward growth goals, inform differentiated instruction, and evaluate the effectiveness of instructional practices and interventions.

ESGI (Educational Software for Guiding Instruction): ESGI is utilized in grades K–2 to assess foundational academic skills, including early literacy and numeracy development. This assessment platform allows teachers to conduct individualized assessments, monitor student mastery of essential skills, identify learning gaps, and provide targeted instruction based on student performance.

DIBELS 8th Edition (Dynamic Indicators of Basic Early Literacy Skills): DIBELS 8 is utilized to assess foundational literacy skills and identify students who may be at risk for reading difficulties. Universal screening and progress monitoring data provide teachers with information regarding early literacy development, including phonemic awareness, phonics, decoding, reading fluency, and comprehension-related skills. Results are used to identify students requiring additional reading support, determine appropriate interventions, and monitor student responsiveness to instruction.

Data Analysis and Instructional Decision-Making: Assessment results are reviewed collaboratively by teachers, administrators, and instructional support personnel through Professional Learning Teams (PLTs) and the Multi-Tiered System of Supports (MTSS) process. Teams analyze student performance, identify achievement gaps, establish instructional priorities, and determine appropriate interventions and enrichment opportunities. Ongoing progress monitoring allows teams to evaluate student growth, adjust instructional strategies, and ensure that all students receive the academic support necessary to work toward proficiency in Nebraska's academic standards.

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

Prairie View School gathers input from parents and families annually through a Parent Perceptual Survey. This survey provides parents with an opportunity to share feedback regarding their experiences with the school, including school climate and culture, communication, student learning, academic support, and overall satisfaction with the educational environment.

Survey results are reviewed by school and district administration to identify areas of strength and opportunities for improvement. Parent feedback is considered alongside student achievement data and other relevant information to guide school improvement planning, strengthen family engagement, and support continuous improvement efforts.

The annual Parent Perceptual Survey provides an important opportunity for families to participate in the school improvement process and helps ensure that decisions reflect the needs and perspectives of the school community.

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

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.*

Prairie View School aligns its schoolwide improvement efforts with the Ogallala Public Schools 2026–2027 Continuous Improvement Plan (CIP), which supports the district's vision of "To GROW & Sustain a Culture of Confidence." The district's continuous improvement efforts focus on increasing student achievement in Mathematics and English Language Arts (ELA), reducing the percentage of students performing below grade-level expectations, and strengthening instructional practices through data-driven decision-making.

District Goal 1: Improve Mathematics and English Language Arts Achievement

- Mathematics: By Spring 2027, increase the percentage of students in grades 3–8 scoring On Track or Advanced on the NSCAS Mathematics assessment from 54% to at least 60%.
- English Language Arts: By Spring 2027, increase the percentage of students in grades 3–8 scoring On Track or Advanced on the NSCAS ELA assessment from 58% to at least 62%, with particular emphasis on improving achievement in grades 4–5.

District Goal 2: Reduce the Percentage of Students Performing at the Developing Level

- Reduce the percentage of students performing at the Developing level on the NSCAS Mathematics assessment from 45.7% to 40% or less.
- Reduce the percentage of students performing at the Developing level on the NSCAS ELA assessment from 42.5% to 38% or less.

Instructional Strategies and Continuous Improvement Efforts

To support these goals, Prairie View School will focus on identifying priority academic standards, strengthening instructional alignment, and utilizing assessment data to guide instruction and interventions.

In Mathematics, teachers will identify four to six priority standards at each grade level using NSCAS, MAP Growth, and classroom assessment data. Additional instructional time and review will be directed toward standards where students demonstrate the greatest need. Common formative assessments will be administered approximately every three to four weeks to evaluate student understanding and identify students requiring reteaching, intervention, or enrichment.

In English Language Arts, teachers will identify priority reading standards, with an emphasis on comprehension, vocabulary, citing textual evidence, identifying main ideas, making inferences, and written responses.

Grade-level and vertical collaboration will support consistent instructional expectations, appropriate text complexity, and alignment of literacy instruction across grade levels. Common comprehension assessments will provide ongoing information about student progress and instructional effectiveness.

Teachers and administrators will collaboratively review student achievement data through Professional Learning Teams (PLTs) and the Multi-Tiered System of Supports (MTSS) process. These collaborative efforts will support instructional adjustments, targeted academic interventions, and enrichment opportunities based on individual student needs.

Through the implementation of these strategies, Prairie View School will work to increase student proficiency, close achievement gaps, and ensure that all students have access to effective, standards-aligned instruction and appropriate academic supports.

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.*

Prairie View School implements a variety of evidence-based instructional strategies, academic interventions, and social-emotional supports to ensure all students have access to high-quality instruction and opportunities for academic success. These strategies align with the Ogallala Public Schools 2026–2027 Continuous Improvement Plan (CIP), which emphasizes improving student achievement in Mathematics and English Language Arts, reducing the percentage of students performing below grade-level expectations, and strengthening instructional practices through data-driven decision-making.

Class-Size Reduction for Reading Instruction: Prairie View School utilizes class-size reduction strategies to provide students with more individualized and small-group reading instruction. Smaller instructional groups allow teachers to provide targeted support, differentiate instruction based on student needs, increase opportunities for student engagement, and provide timely feedback. This approach is designed to strengthen foundational literacy skills and improve overall reading achievement.

Really Great Reading: Prairie View School utilizes Really Great Reading to provide explicit, systematic phonics instruction focused on developing foundational literacy skills. Instruction emphasizes phonemic awareness, phonics, decoding, encoding, and word recognition. This structured approach supports students in developing the essential skills necessary for fluent reading and reading comprehension.

MTSS Intervention Time: Dedicated intervention time is incorporated into the school day to provide students with additional academic support based on identified needs. During this time, students receive targeted instruction in reading and mathematics through individualized and small-group interventions. Assessment data and ongoing progress monitoring are used to determine appropriate interventions, evaluate student growth, and adjust instructional strategies.

Structured Multi-Tiered System of Supports (MTSS): Prairie View School implements a structured MTSS framework across grade levels to identify and support students experiencing academic, behavioral, or social-emotional difficulties. Grade-level teams regularly review student achievement data, identify students requiring additional support, establish measurable intervention goals, and monitor progress. The MTSS process emphasizes early identification, evidence-based interventions, consistent progress monitoring, and collaborative problem-solving to ensure students receive increasingly intensive support when needed.

Centervention: Prairie View School utilizes Centervention to support students in developing social-emotional and behavioral skills. The program provides opportunities for students to strengthen emotional regulation, social awareness, relationship skills, problem-solving, and responsible decision-making. Centervention serves as an additional resource within the school's MTSS framework to address student social-emotional needs and promote positive behavior.

Positive Behavioral Interventions and Supports (PBIS): Prairie View School implements PBIS as a schoolwide framework for establishing consistent behavioral expectations, reinforcing positive student behavior, and creating a safe and supportive learning environment. Through proactive instruction, positive reinforcement, and consistent expectations, PBIS supports student engagement, social-emotional development, and academic success.

Professional Learning Teams (PLTs): Teachers collaborate through Professional Learning Teams to review NSCAS, MAP Growth, DIBELS 8, ESGI, and classroom assessment data. These collaborative meetings focus on identifying priority academic standards, analyzing student performance, evaluating instructional effectiveness, and determining appropriate interventions and enrichment opportunities. Teams use student achievement data to guide instructional decisions and monitor progress toward district and building improvement goals.

Standards-Aligned Instruction and Common Formative Assessments: In alignment with the district's CIP, teachers identify priority standards in Mathematics and English Language Arts and utilize common formative assessments to monitor student understanding. Assessment results are reviewed collaboratively to identify learning gaps, provide additional instruction, and adjust instructional practices. Particular attention is given to

strengthening reading comprehension, vocabulary, foundational literacy skills, mathematical understanding, and problem-solving.
Special Education Services: Students who qualify for special education receive individualized instruction, accommodations, modifications, and related services as outlined in their Individualized Education Programs (IEPs). Special education teachers collaborate with general education teachers and support personnel to ensure students have access to grade-level curriculum and receive appropriate instructional supports based on their individual needs.
Through these coordinated schoolwide strategies, Prairie View School seeks to improve academic achievement, address learning gaps, strengthen student engagement, and provide a comprehensive system of academic and behavioral supports. The effectiveness of these strategies is evaluated through ongoing assessment, progress monitoring, and collaborative data analysis to ensure continuous improvement and alignment with district achievement goals.

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.*

Prairie View School recognizes the importance of parent and family engagement in supporting student achievement and maintaining a positive school environment. The school provides a variety of opportunities for parents and families to participate in their child's education, communicate with school personnel, and engage in school activities.
At the beginning of each school year, Prairie View School provides families with a Student-Parent Handbook that outlines school expectations, procedures, and opportunities for involvement. Parents are encouraged to review the handbook and acknowledge receipt of the information.
Throughout the school year, Prairie View School promotes parent and family engagement through the following activities and opportunities:

- Classroom Volunteering: Parents are encouraged to volunteer in classrooms and participate in school activities.
- Parent-Teacher Organization (PTO): PTO meetings are held quarterly and are open to all parents and staff.
- Open House/Back-to-School Night: Families are invited to meet teachers, visit classrooms, and become familiar with school expectations and procedures.
- Parent-Teacher Conferences: Conferences are held twice annually to discuss student academic progress, strengths, areas of need, and opportunities for additional support.
- School Events and Activities: Parents are invited to attend classroom celebrations, assemblies, music programs, field trips, book fairs, and community events.
- Backpack Food Program: Supplemental weekend food provisions are available for students and families in need.
- Gingerbread House Building: Kindergarten families are invited to participate in a family engagement activity during December.
- School Communication: The district maintains regular communication with families through its website, social media platforms, and school announcements.

Prairie View School also gathers parent feedback through its annual Parent Perceptual Survey. Survey results provide valuable information regarding family experiences, school communication, and opportunities for improvement.
Through these ongoing efforts, Prairie View School strives to maintain strong partnerships between families, educators, and the community while providing meaningful opportunities for parents to participate in their children's educational experiences.
Is this conversation helpful so far?

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

Prairie View School involves parents and families in the development, review, and revision of the Title I Parent and Family Engagement Policy in accordance with Nebraska Department of Education and federal Title I requirements.
The Title I Parent and Family Engagement Policy is developed collaboratively by Title I staff, school administration, and parents to ensure that families have meaningful opportunities to participate in their children's education. The policy outlines expectations for parent involvement, communication, and collaboration between the school and families.
Parents are provided opportunities to review the policy, offer feedback, and make recommendations for improvement. Parent input is considered when reviewing and updating the policy to ensure that it continues to reflect the needs of students and families.

The Ogallala Public Schools Title I Parent and Family Engagement Policy is reviewed and approved as part of the district's ongoing commitment to maintaining effective partnerships between families and the school.

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.*

Prairie View School hosts its annual Title I Parent and Family Engagement Meeting in conjunction with the school's Drop In for Donuts event. This event provides an opportunity for parents and families to learn about the Title I program, engage with school staff, and participate in activities that promote literacy and family involvement.
During the event, Title I staff share information about the Title I program, including its purpose, available instructional services, and opportunities for parent participation. Families are encouraged to ask questions, provide feedback, and learn about ways to support their children's academic success.
Drop In for Donuts also serves as a coordinated family reading event, emphasizing the importance of literacy development and encouraging families to engage in reading activities together. The event provides an opportunity for outreach to families, strengthens relationships between home and school, and promotes the shared responsibility of supporting student learning.
Through this annual event, Prairie View School seeks to increase parent participation, strengthen family-school partnerships, and promote literacy as a foundation for student achievement.

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).*

Prairie View School implements transition activities to support students and families as they move between educational settings and grade levels. These activities are designed to promote a smooth transition, familiarize students and families with new learning environments, and provide opportunities for communication and collaboration among school staff, students, and parents.
Preschool to Kindergarten: Prairie View School coordinates with area preschool programs and families to support students transitioning into kindergarten. Kindergarten Roundup provides families with information about school expectations, enrollment procedures, and kindergarten readiness. Students and families have opportunities to become familiar with the school environment, meet staff, and learn about available educational services and supports.
Elementary to Middle Grades: Prairie View School provides transition opportunities for students moving from elementary grades into middle grades. These activities include opportunities for students to visit their new learning environment, meet teachers and staff, and become familiar with academic expectations, schedules,

and school procedures. Teachers and support personnel collaborate to share relevant student information and ensure continuity of instructional and behavioral supports.
Middle Grades to High School: Students transitioning to Ogallala High School participate in orientation and transition activities designed to introduce high school academic expectations, course offerings, extracurricular opportunities, and school procedures. School counselors, teachers, and administrators work collaboratively with students and families to support academic planning and a successful transition.
For students receiving special education services or Section 504 accommodations, appropriate staff collaborate across educational settings to ensure continuity of services and supports.
Through these transition activities, Prairie View School works to reduce student and family uncertainty, strengthen relationships, and support students as they progress through their educational experiences.

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).*

Prairie View School collaborates with families, teachers, administrators, and support personnel to ensure students experience successful transitions between educational settings. Transition activities are designed to provide students and families with information, resources, and opportunities to become familiar with new school environments, expectations, and available services.
School personnel communicate and collaborate across grade levels to share relevant academic, behavioral, and developmental information to support continuity of instruction and student services. Particular attention is given to students who may require additional academic, behavioral, or social-emotional supports during transitions.
Parents and families are encouraged to participate in transition activities, communicate with school staff, and ask questions regarding their child's educational needs. Through ongoing collaboration and communication, Prairie View School works to ensure that students are prepared for their next educational setting and that appropriate supports are in place to promote continued academic and personal success.

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.*

Prairie View School implements a variety of targeted instructional strategies, intervention programs, and extended learning opportunities to address identified student needs and improve academic achievement. These strategies are designed to provide additional instructional time, individualized support, and opportunities for students to develop essential academic skills. The following programs and services support the school's commitment to meeting the diverse learning needs of all students.
Class-Size Reduction for Reading Instruction: Prairie View School utilizes class-size reduction strategies to provide more individualized reading instruction and targeted academic support. Smaller instructional groups allow teachers to differentiate instruction, provide immediate feedback, and address specific literacy needs. This approach supports the development of foundational reading skills and improves opportunities for student engagement and academic growth.
Systematic Phonics Instruction: Prairie View School utilizes Really Great Reading to provide explicit, systematic phonics instruction. This structured approach emphasizes phonemic awareness, phonics, decoding, encoding, and word recognition to strengthen foundational literacy skills. Instruction is designed to address individual student needs and support the development of proficient, independent readers.
Structured MTSS Intervention Time: Prairie View School incorporates dedicated intervention time into the instructional day through its Multi-Tiered System of Supports (MTSS) framework. Students receive targeted academic interventions based on assessment results, classroom performance, and ongoing progress monitoring. Grade-level teams collaborate to identify students requiring additional support, implement

appropriate interventions, monitor student progress, and adjust instruction based on student responsiveness. This structured approach ensures that students receive timely and appropriate academic assistance.
Kids Corner After-School and Summer Programming: Prairie View School provides extended learning opportunities through the Kids Corner After-School and Summer Programs. These programs offer students additional opportunities for academic enrichment, educational activities, and structured learning experiences beyond the traditional school day and school year. Programming supports continued academic development, reinforces essential skills, and provides a safe, supportive environment for students.
Special Education Extended School Year (ESY) Programming: Ogallala Public Schools provides Extended School Year services to eligible students with disabilities as determined by their Individualized Education Program (IEP) teams. ESY services are designed to support the maintenance of critical skills and ensure students receive a free appropriate public education (FAPE) when services beyond the regular school year are necessary. Services are individualized based on student needs and may include specialized instruction and related services as identified in the student's IEP.
Through these coordinated strategies, Prairie View School provides additional instructional opportunities and targeted interventions to address academic achievement gaps, support students with diverse learning needs, and promote continued student growth. Program effectiveness is evaluated through student achievement data, progress monitoring, and collaborative review to ensure that instructional supports remain responsive to identified areas of need.

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.)*
N/A	