

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:	Chadron Public Schools	
County Dist. No.:	23-000-002	
School Name:	Chadron Primary School	
County District School Number:	23-000-002	
Building Grade Span Served with Title I-A Funds:	K-2	
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) _Language Arts_	
School Principal Name:	Libby Mack	
School Principal Email Address:	libby.mack@chadronschools.net	
School Mailing Address:	732 Ann St. Chadron, NE 69337	
School Phone Number:	(308)-432-0710	
Additional Authorized Contact Person (Optional):	Kristin Ritterbush	
Email of Additional Contact Person:	kristin.ritterbush@chadronschools.net	
Superintendent Name:	Ginger Meyer	
Superintendent Email Address:	ginger.meyer@chadronschools.net	
Confirm all Instructional Paras are Highly Qualified according to ESSA.	☒ Yes ☐ No	
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	☒ Yes ☐ No	

<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> <u>Parent Administrator</u>		
Libby Mack - Principal Kristin Ritterbush - Title 1 Teacher					
School Information <i>(As of the last Friday in September)</i>					
Enrollment: 188	Average Class Size: 16	Number of Certified Instruction Staff: 20			
Race and Ethnicity Percentages					
White: 75%	Hispanic: 5%	Asian: 1%			
Black/African American: 2%	American Indian/Alaskan Native: 12%				
Native Hawaiian or Other Pacific Islander: 1%		Two or More Races: 4%			
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>					
Poverty: 33%	English Learner: 1 %	Mobility: 3%			

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NWEA MAPS	Acadience

*Please write a narrative in each box below to correspond to the
Rating Rubric.*

*Upload PDF documentation in corresponding folder onto NDE "Landing Page" within
Microsoft/SharePoint 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> This year we implemented our new math curriculum Into Math. This is also the first year after our School Improvement cycle so we have not yet developed our new goals. We continue to look at the old goals to drive our decision making process and support. From Acadience data, students are grouped into appropriate instructional levels for intervention time and support services for Reading. We also utilize testing data for Special Education along with in-program curriculum data to support students. Instruction is planned according to the groups' ability levels and differentiation is offered in the group as well. Fall MAPS data helps to confirm grouping from the Acadience program and teachers meet by grade level to determine appropriate flexible groupings of students based on test scores and ability level. We have also added in the Winter Benchmark to also help support our learners mid year and the Spring MAPs scores offer the growth students have made from Fall to Spring. We have continued with our MTSS tiered approach model and protocols for intervention support and we have been able to utilize our highly qualified paraprofessionals to provide additional support on skills taught in the classroom.
1.2	<i>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.</i> We hold an open house and Title 1/Parent Information Nights each fall to share information about curriculum, grading, assessment, expectations, etc. and parents are asked for any questions and input. In recent years, the Parent Information Night has been poorly attended so Mrs. Mack (our principal) creates a video to outline all of the information to share with families. The video receives more views than in-person attendance so we feel that is a positive method to inform parents along with the information we share on our messaging system. We have an after school program that requires a parent survey that is also shared with our school personnel. We also host the F.A.S.T. program (Families And Schools Together) that empowers parents and gives them valuable insight to the school. This program is held every spring in coordination with community and school partners. We also have a schoolwide classroom communication platform (Seesaw) so that all teachers and families can communicate directly. Along with these outlets, we also have the Remind messaging app, a blog, X account, and facebook to communicate and share information with families.
1.3	<i>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.</i> Our ongoing improvement efforts have included following our district-wide Cognia schedule for school improvement although we have come to the end of our five-year cycle so we are in the process of reconvening our team and establishing new goals. Our school improvement team has made the determination to move from Cognia to the Nebraska Frameworks system. We have included areas of instruction, parental and family engagement/relationships, student transitions, professional development opportunities, and communication in our old goals which are included in our documentation. Just this Spring we have updated our new goals and these will all be reviewed in our buildings in the Fall of 2025. Our Goals for the last cycle are as follows: Goal 1 ~ Students will improve in all core academic areas as measured by appropriate, annual grade level strategies and

assessments, Goal 2 ~ Any student in kindergarten, grade one, grade two, or grade three shall be identified as having a reading deficiency if such student performs below the threshold level determined pursuant to the Reading Intervention Act. A student who is identified as having a reading deficiency pursuant to the Reading Intervention Act shall remain identified as having a reading deficiency until the student performs at or above the threshold level on an approved reading assessment, Goal 3 ~ Improve public access to district school improvement data to encourage stakeholder collaboration in the school improvement process. Over the past three summers we have also offered a Summer Enrichment to help students and support the Nebraska Reading act. This year, we will offer Summer Enrichment once again.

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.

The following schoolwide strategies are used to address the needs of all children, particularly those at risk of not meeting the state academic standards. Two indicators used to determine student achievement are Acadience and NWEA MAPS data. Grade level indicators identify whether a student qualifies as approaching, on-level, or beyond in individual reading assessments and MAPS identifies student performance with a RIT score. The data received from these assessments is used to drive skill-based reading groups across many cross classroom groupings. Students are supported through the use of skill level interventions and teachers have set attainable goals for students through the Acadience program. In our grade level team meetings (twice a month), classroom teachers and support staff discuss student progression in groups and make recommendations for movement in groups. Recommendations are given for students who need additional support through referral to the Student Assistance Team (SAT) process. Also mentioned in these meetings are any students served through an IEP. The Just for Kids after school program serves as a strong academic support system for all learners and takes into consideration the school-wide curriculum being taught. There is strong communication between classroom teachers and the after school staff to support students.

We also have a district and school wide MTSS program in which we have protocols for all curricular areas to offer Tier 1, Tier 2, and Tier 3 support. We have expanded our MTSS model which is woven into our School Improvement Plan to include Behavioral Tiers as well as Social Emotional Tiers. We continue to update these protocols and meet as both grade level and school wide teams to ensure fidelity. Administration and counselors also attend 1184 (Case Coordination) meetings monthly to discuss students and families that also may need additional community support as we understand how home-life and family trauma can affect academics. With the addition of a full time counselor we have been able to provide more Tier 2 support through the use of Universal Screener data along with a Connected Adult survey each student completes. The counselor and principal analyze this data and discussions are held with classroom teachers to discuss the needs of every student at Chadron Primary School.

When the master schedule is created, Cardinal Blocks for each grade level are honored to provide support at the Tier 2 level in areas of Academic and Social Emotional support. We also look at the needs of each grade level to offer paraprofessional support for small group instructional support.

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.

All paraprofessionals at Chadron Primary School meet the "highly qualified" requirements of ESSA. The instructional paraprofessionals in our school have a combination of four-year degrees, two-year degrees, or have been trained and assessed using Project PARA - the paraeducator self study program through the University of Nebraska - Lincoln.

Chadron Public Schools has also been focusing professional development on trauma informed practices. As a district, we have felt the trauma informed school based approach has better supported our students and our teachers have appreciated the background knowledge and the focus on relationship development to better understand our students. What we have found from this trauma informed professional development is that many of our learners have brain development from trauma that differs from neurotypical students and the need to address individual needs helps us with groups and instruction. This is just one more component to our MTSS tiered approach to teaching and learning.

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. Provide supporting documentation in the corresponding folder.</i>
	During our Title 1/Parent Information Night meeting, the Title 1 compact is discussed with attending parents and staff. Parents and staff are welcome to ask questions about the Title 1 compact, analyze the compact, and express additions and/or changes to the Title 1 compact at this time. We also have several staff members who are also parents and they contribute to the compact construction. As previously mentioned, our in-person attendance has been decreasing over the past few years so the addition to the in-person offering is a video created by Mrs. Mack (School Principal) to share all of the information. This video is viewed by many of our families and we continue to seek feedback and new approaches to accommodating families and sharing information. This Spring the district School Improvement Team is also hosting a community engagement meeting to offer feedback and contributions to the new goals developed.
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>
	At the beginning of each school year, parents are sent a letter home and in that, parents are asked to sign a Parent-Student-School Compact outlining the roles of each party. The Compact is also included in the Parent/Student Handbook that families have access to on both the school website and the Chadron Primary School Blog. Parents are responsible for reviewing the compact information with their child(ren). The school handbook states that the teachers understand the importance of the school experience to every student and outlines their role as a teacher. They agree to carry out their responsibilities by signing the compact as do the parents and students. (page 158 of Parent/Student Handbook)
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. Provide supporting documentation in the corresponding folder.</i>
	The Title 1/Parent Information Night was held September 18, 2024. Notes were sent home along with blog, Facebook, and X postings along with Seesaw and Remind notices to families. The policy was reviewed and we update as a staff if necessary changes are relevant (for instance, we had encouraged parent involvement and volunteering). This meeting was not well attended and has been going down in attendance over the past few years. In addition to the Title 1/Parent Information Night meeting, communication is shared between teachers, administration, and parents through our blog, Facebook, and X postings along with Seesaw and Remind notifications. We have also created a video following our Title 1/Parent Information Night that covers

everything from the meeting. We make this available to all families on our social media platforms and we have more views from this extension than we do from in-person attendance.. The feedback we have received from families is one of appreciation for the variety of ways to share this information.

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>
The school's transition plan from early childhood education programs to the Primary School includes: Preschool/Kindergarten linkage meetings twice a year, F.A.S.T. program (Families And Schools Together) program, Incoming Kindergarten Parent meeting in March of each year, and Kindergarten Visitation Day in May of each year. The Preschool/Kindergarten linkage meetings held in Spring (prior to kindergarten) includes sharing pertinent information regarding student's academic, social, and emotional needs to help them transition successfully from preschool to kindergarten in the Fall. The Fall linkage meeting is used as a follow-up meeting that allows for preschool personnel to check in on the progress of former students thus far. We also have our preschool teacher and early childhood special education teacher attend our visitation day to help with student classroom placement. We also offer a "Bump Up" opportunity for our 1st to 2nd grade classrooms at the end of the school year so students are able to meet next year's teacher and see the classrooms. The F.A.S.T. program is an 8-week program that is designed to transition families from preschool to Kindergarten. The program includes time for families to make connections with other families, have a shared meal and get acquainted with their child's new school/teachers in a friendly non-threatening environment. Transition meetings between staff members at each building Primary/Intermediate and Intermediate/Middle School help facilitate curriculum information and student support.	
5.2	<i>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).</i>
Due to the makeup of our school district, we hold transition activities between 2nd and 3rd grade (Primary to Intermediate School) and there are similar transition activities from 4th to 5th grade (Intermediate to Middle School). From 2nd to 3rd grade we hold a "bump-up" day to visit their new building and teachers and we also have a shared Google Document between Primary and Intermediate Schools to aid transition from 2nd to 3rd grades. This document outlines academic testing, groupings, progression through curriculum, SAT data, and IEP information. We also coordinate a meeting between 2nd and 3rd grade teachers to have conversations about students transitioning in order to best support students. We have also been utilizing eduCLIMBER which is an online data collection site that stores pertinent information that needs to be shared among grade levels.	

6. Strategies to address areas of need

6.1	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
Our Reading/Language Block varies between grade levels but averages 75 minutes per day. Math is 60 minutes at the 2nd grade level and varies at the 1st and Kindergarten levels. Paraprofessionals provide additional support to teachers and students in the classroom and through pull-out services to students. Based on data, some students receive additional intervention in a small group setting for Reading/Language and	

phonics. Each grade has a designated 30 minute intervention block in the Master Schedule labeled our “Cardinal Block”.

Our Just for Kids after school program provides additional support in the form of practice time and tutorial support to all students in K, 1st, and 2nd grades. The program runs from 3:15-5:30 Monday through Thursday. The last three weeks of May and into June (after school gets out) we offer a summer enrichment program; this academic (Math & Reading) offers enrichment to students enrolled. We also coordinate this summer enrichment with our after school program so that we are able to offer an extension to this summer enrichment that includes work with Keep Chadron Beautiful.

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1

Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)