

# 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

**If there are any changes in the red boxed areas, the school MUST submit the Revised Plan to the NDE  
by April 1st**

District Name:	Clarkson Public Schools
County Dist. No.:	19-0058
School Name:	Clarkson Public Schools
County District School Number:	19-0058-002
Grades <b>Served</b> with Title I-A Funds: <i>(PK is rarely served)</i>	K-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<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:	Rich Lemburg
School Principal Email Address:	rlemburg@clarkson.esu7.org
School Mailing Address:	PO Box 140 Clarkson, NE 68629
School Phone Number:	402-892-3454
Additional Authorized Contact Person (Optional):	Holly Clarkson
Email of Additional Contact Person:	hclarkson@clarkson.esu7.org
Superintendent Name:	Rich Lemburg
Superintendent Email Address:	rlemburg@clarkson.esu7.org

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Becky Schneider</u>	<u>Parent</u>
<u>Rich Lembug</u>	<u>Administrator</u>
<u>Brooke Koliha</u>	<u>ESU 7 PD</u>
<u>Lee Schneider</u>	<u>Administrator</u>
<u>Tami Sayers</u>	<u>Teacher</u>
<u>Karly Gall</u>	<u>Teacher</u>
<u>Holly Clarkson</u>	<u>Title I Teacher</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**School Information**  
*(As of the last Friday in September)*

Enrollment: 78	Average Class Size: 11	Number of Certified Instruction Staff: 10
<b>Race and Ethnicity Percentages</b>		
White: 92 %	Hispanic: 8%	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 2 %	
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 48 %	English Learner: 0 %	Mobility: 0 %

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

Confirm all Instructional Paras are Highly Qualified according to ESSA.	X Yes <input type="checkbox"/> No
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**Date Reviewed:** \_\_\_\_\_

**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**

<b>1.1</b>	<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>
<p><b>Clarkson Public Schools uses student data from NWEA-MAP (Northwest Evaluation Association- Measures of Academic Progress), NSCAS (Nebraska Student-Centered Assessment System), and teacher input. This is used for meeting the educational needs of all students. Instructional decisions are made based on this data. This includes strategies for meeting the educational needs of historically underserved populations. Disaggregated data in the areas of gender, poverty, ethnicity and special education also have an impact on decision making. The data is also analyzed to identify those students who are at-risk or falling below the threshold to meet the state academic standards. MAP data is our approved reading assessment given in the fall, winter, and spring. When students are deemed at risk, parents are notified within 15 days by the district in accordance with the Nebraska Reading Act and NRIA. This notifies parents that their child will be receiving interventions in the areas of reading and/or math.</b></p>	
<b>1.2</b>	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>
<p><b>Perceptual surveys are administered as part of the ongoing CIP process, in addition the district is in the process of strategic planning and has gathered community and parent input for the future. The survey data was gathered through our SIS using google forms so that all parents can provide feedback. Other opportunities for parent input include our survey at our Open House. Parent booster clubs are also given opportunities to provide input for student academic and extracurricular activities. Feedback will also be gathered at the parent meeting that will be held at the end of spring. After receiving results from all stakeholders the strategic plan has been developed and input is used as a part of the ongoing CIP process.</b></p>	
<b>1.3</b>	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
<p><b>Our school improvement goal is in the area of reading. The district goal is stated as: All students will increase reading proficiency emphasizing</b></p>	

comprehension and academic vocabulary in all content areas. Researched 3 April 2025 strategies, activities and staff development that support the goal have been scheduled and implemented during the school year. The elementary school continues to use uninterrupted reading class periods for K-6. In addition, 4th - 6th receive an additional 47 minutes of enrichment and intervention time four days a week. Students are grouped according to their ability level. Students are moved between groups as their data indicates. All students Kindergarten through sixth grades were evaluated during the first three weeks of school using the MAP and FastBridge assessment at each grade level.

## 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>
<p><b>Students who fall below the universal screener academic threshold in math and/or reading will be given a diagnostic screener using Fastbridge. Once students are deemed at-risk, an individual intervention plan will be put into place and students will receive interventions 4-5 days a week, along with progress monitoring. MTSS meets regularly to go through the student intervention data to evaluate student growth and determine if adjustments need to be made. Title Interventionist has a variety of reading interventions to use to create an individualized student intervention plan. Math is our next focus for MTSS to address interventions to meet students' needs.</b></p> <p><b>SAEBRS and mySAEBRS screener is given to all students grades 2-12 three times a year. Based on the results, students are placed into tiers for interventions and support, if needed. Students receive core instruction through the SecondStep curriculum. If students are identified through SAEBRS as needing additional assistance, interventions may include but not limited to check-in check-out, small group, LMHP counseling, and/or community resources.</b></p> <p><b>Students are supported in their ongoing growth towards their future through the CTE programming which includes agriculture education, business courses, career academy, counseling, family consumer science, and skilled technical sciences.</b></p> <p><b>Clarkson is partnering with JAG Nebraska which is aligned with the Nebraska CTE program.</b></p> <p><b>The TIP plan is aligned and supported by the CIP process with special consideration for the growth of students with special needs. Interventions</b></p>	

are selected specifically to support students in their areas of the greatest need. Student growth is regularly monitored as students progress towards proficiency.

The Nebraska school board association led the district through the strategic planning process to maximize efficiencies across district systems and allow staff to focus on student academic growth in addition to overall district improvement.

Continuous school improvement is addressed in depth in 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.*

**Our school calendar allows for staff in-service days, as well as late starts on the first Wednesday of every month. The entire school community participates in high quality professional development that is focused on proven effective strategies that focus on student performance on the assessment of content standards. An ongoing professional development plan and process is in place to meet the targeted needs of all students and teachers through the identified strategies in conjunction with the Continuous School Improvement Plan.**

**Certified staff and paraprofessionals participate in appropriate training that is necessary. Members of the Continuous School Improvement and MTSS committees receive ongoing professional development.**

**ESU provides professional development training to all staff in multiple areas including; using the Marzano framework, grading equality, aligning curriculum materials to the state standards, data digs, and Kagan Cooperative Learning.**

**Phil Warrick provided direct training to administration for the implementation and use of Marzano Evaluation.**

**The school psychologist is hired by the district through ESU 7. The MTSS committee has received additional training in the past provided by the NeMTSS(NebraskaMulti-Tiered System of Supports). The committee then shares information learned with the entire elementary staff. Appropriate staff is trained and receive continued updated training for administering, scoring, evaluation and using information from the programs being used.**

#### 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>
<b>Clarkson Public Schools-Parent Compact was developed through cooperative input from parents, students and teachers to outline expectations to improve student academic outcomes. Parents have the opportunity to give feedback annually on any changes that they would like to see implemented in this compact. Our School-Parent Compact is found within the student handbook which is distributed every year for all students. Parents are required to sign the handbook annually.</b>	
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>
<b>A copy of the Parent Involvement Policy is in the Student Handbook. The Handbook is available to each student/parent either online or a paper copy. At the beginning of the year and when students are enrolled, the parents are encouraged to discuss the handbook with their child (children). The final page of the handbook is signed saying they have read, understand, and agree with everything and a signed copy is returned to school. The CPS handbook is available at all times because it is posted on the CPS website. The Annual Title 1 Parent Involvement Meeting is planned at a convenient time for parents. Parents have the opportunity to give feedback annually on any changes that they would like to see implemented.</b>	
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>
<b>The Annual Title 1 Parent Involvement Meeting is planned at a convenient time for parents. The Title I teacher will share information with parents regarding the School-Parent Compact, and Parent Involvement Policy. Parents will have the opportunity to give feedback on any changes that they would like to see implemented. The Parent Meeting will be combined with a Family Literacy Lunch event. Family engagement activities may include but are not limited to:</b> <ul style="list-style-type: none"><li><b>-Open House</b></li><li><b>-Parent-Teacher Conference</b></li><li><b>-Literacy Lunch/Parent Meeting</b></li></ul>	

#### 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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**Data is shared to staff for the incoming students. When students transition from preschool to kindergarten these transitions include but are not limited to kindergarten roundup, overview of GOLD data, home visit details, participation in the elementary concert, and Kindergarten open house. During the kindergarten roundup parents go over necessary paperwork, discuss kindergarten expectations and procedures in the elementary school. Parents are encouraged to ask questions of the principal, elementary secretary and the kindergarten teacher. Students meet the kindergarten teacher and complete an activity.**

**Fall Elementary Open House- Parents and students are invited to an open house the night before school begins. Parents and students are given the opportunity to meet teachers, learn about grade level expectations, and become familiar with the curriculum. Students are encouraged to bring their supplies to school that night that they will need for the school year.**

**Middle school data is shared to teachers of incoming st Students. Interventions are tracked and data is used to make instructional decisions. Elementary and middle school meetings are held on a bi-weekly basis to discuss student concerns and communicate any areas of improvement. Students who opt in or move into our district have the opportunity to get a school tour, meet the staff, and meet their classmates prior to attending.**

**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).*

**Kindergarten graduation is held to celebrate the accomplishments and growth of the students. Parents are invited to the ceremony to share their achievements with them. Kindergarten students who will be attending 1st grade at St. John Neumann are given the opportunity to visit the school during their move up day that includes transition activities with the staff and current students.**

**Some transitions happen naturally because students are in the same building from preschool to 12th grade. 6th grade students from Clarkson Public Schools and St. John Neumann, who are transitioning to 7th grade, meet with the JH teachers during Move Up Day. 6th graders participate in a move up day to help inform them of the transition process to junior high. This allows the public school students and St. John Neumann students talk to the teachers that they will have in 7th grade. The administrators also introduce themselves. A panel of junior high students talk to them about what to expect and to answer questions they ask. The technology teacher also talks to the students about laptop care and what to expect for**

technology when they enter 7th grade. The students get a tour of the school and then follow the current 7th graders through their classes.

## 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.*

**The schoolwide plan provides multiple opportunities to extend or increase learning time within and beyond the instructional day. Teachers and paraprofessionals spend additional time with students needing extended learning time or assistance on work.**

**SPED and Title I teachers instruct intervention groups and work with students with needs in specific areas based on individual needs and IEP goals. Summer services are also provided for students who are on an IEP.**

**Teachers and paraprofessionals work with students as needed.**

**Enrichment/Intervention Time: Students 4th-6th are mixed and assigned a teacher to work on enrichment and intervention plans.**

**PEP: Students 4th-6th are mixed and assigned a teacher. On Fridays, groups enjoy interest based activities to enhance collaboration skills.**

**Nebraska Colfax County 4-H Extension Program activities.**

**Students reading below grade level and that meet the MTSS Decision Making Rules are provided with interventions during the school day.**

**Patriot Academy: provided for all students 1-6 as an additional support in reading and math.**

**Buddy reading: students are provided with the opportunities to go to other classrooms and read with a buddy. This allows students to model their reading and observe fluent reading practices from each other.**

## 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.)*

**NA**