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:	March 27, 2026		
District Name:	Plattsmouth Community Schools		
School Name:	Plattsmouth Elementary School		
County-District-**School** Number: xx-xxxx-xxx	13-0001-009		
Grades **Served** with Title I-A Funds: *(PK is rarely served)*	K-4		
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:	Shannon Honold		
School Principal Email Address:	shonold@pcsd.org		
School Mailing Address:	1724 8th Ave. Plattsmouth, NE 68048		
School Phone Number:	402-296-4173		
Additional Authorized Contact Person (Optional):	Dr. Amber Johnson		
Email of Additional Contact Person:	ajohnson@pcsd.org		
Superintendent Name:	Dr. Richard Hasty		
Superintendent Email Address:	rhasty@pcsd.org		

Names of Planning Team *(include staff, **parents** & at least **one student if Secondary School**)*	Titles of those on Planning Team
Becky Stoskopf	Parent
Mr. Troy Neihus	Assistant Principal
Shannon Honold	Principal
Julie Meisinger	Kindergarten
Brianna Clark	3rd Grade
Tricia Day	4th Grade
Stacey Hicks	Special Education
Christine DeSimone	Para
Dr. Amber Johnson	Director of Instructional Services
Rhonda Heim	Reading Interventionist
Jacqueline Miller Pearson	Community Member

School Information

(As of the last Friday in September)

Enrollment: 473	Average Class Size: 20	Number of Certified Instruction Staff: 41

Race and Ethnicity Percentages		
White: 82%	Hispanic: 10%	Asian: 1%
Black/African American: 1%	American Indian/Alaskan Native: .6%	
Native Hawaiian or Other Pacific Islander: .1%	Two or More Races: 5%	

Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 36%	English Learner: 1%	Mobility: 4%

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	NWEA MAP
FastBridge	

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.*

Academic:

Academic data sources were selected to provide a balanced view of student achievement relative to the schools' continuous improvement goals. These included:

- NWEA and FastBridge – Norm-referenced assessments used in K–4 to evaluate both program and cohort trends, including student growth and the percentage of students meeting expectations.
- Nebraska Education Profile (NEP) – Used to compare PES student performance to statewide comparable districts, and Trailblazer Conference districts.
- Academic interventions – Data included the number of students participating in interventions and those exiting interventions.

Other Data Sources:
Additional factors were analyzed to reflect student and school needs, including:

- Teacher qualifications, years of experience, and advanced degrees
- Para-professional experience
- Enrollment trends
- Student mobility rates
- Parent surveys and feedback from the Nebraska Framework visit and CIP goals
- Results from previous Title I self-assessments

2. Staff Training and Support

Plattsmouth Community Schools staff participate in annual training focused on data analysis and the district's problem-solving process to support continuous improvement. Designated interventionists receive more in-depth training on how to disaggregate data, and make informed instructional decisions.

Teachers are provided with training and resources prior to scheduled data analysis days to ensure they are prepared to effectively engage in the process. Training and support include:

- Data Professional Development Day - September, January, March
- NWEA MAP and FastBridge training, along with district-developed resources
- Individualized training and support based on staff needs
- An elementary data collection system for both historical and current student data trends

3. Systematic Continuous Improvement and Data Analysis Process

Plattsmouth Community Schools' Continuous Improvement Process is grounded in a structured problem-solving model in which all instructional decisions are driven by student performance within Tier 1 (core) instruction. Decisions regarding the effectiveness of core instruction and the need for additional support are made through a cycle of identifying data, analyzing results, implementing action plans, and monitoring outcomes.

This systematic approach is supported through three key components:

- Annual review of trend data during the months of September, January, and May
- Ongoing classroom data analysis within Professional Learning Communities (PLCs)
- Building- and grade-level review of individual student data

These processes ensure a consistent, equitable approach to instruction, and are aligned with established MTSS decision rules.

Trend Data – Annual Review Process

During the annual September Continuous Improvement Day, elementary staff engage in a structured review of teacher-, building-, and district-level data (including Fall NWEA MAP and FastBridge assessments). During this process, staff:

- Analyze longitudinal trends
  Review disaggregated data by subgroups
- Identify strengths and areas for growth

Based on this analysis, teams:

- Revise or affirm district goals
  Establish grade-level SMART goals
- Develop and implement plans to monitor progress toward goals
- Develop professional growth goals aligned to the data provided

Following the winter screening cycle, teachers revisit and update their Continuous Improvement goals. Instructional strategies and timelines are adjusted based on current data.

Ongoing Data Review

Group Data:

- Classroom data, student work samples, and MTSS data are reviewed during PLCs and building meetings
- Student growth and college/career readiness are analyzed after each NWEA MAP and FastBridge screening

Individual Student Data:

- Building and grade-level problem-solving teams (MTSS/Problem Solving Teams) meet regularly to review individual student data
- Progress is monitored using FastBridge progress monitoring, along with additional data sources such as attendance and intervention performance
- Data is used to develop and adjust targeted intervention plans

4. Using Data to Inform Instruction

A central component of the needs assessment process is the use of data to inform and adjust instruction at all levels:

District/Building Level:

- Trend data is used to guide curriculum selection, and evaluate core instruction effectiveness, including analysis of subgroup performance
- Data informs professional development priorities, including the implementation of Science of Reading (SOR) practices. Additionally, as recipients of the CLSD grant, the district will prioritize targeted professional development aligned to meet the required grant criteria.

Grade-Level Teams:

- Data is used to adjust pacing guides, instructional strategies, and materials
- Teams collaborate to provide targeted support for groups of students with similar needs
- Data informs family engagement efforts, including parent communication, support materials, and event planning

Classroom Instruction:

- Teachers use student growth, achievement data, and classroom evidence to:
    - Provide targeted small group instruction
    - Design appropriate independent and center-based activities
    - Communicate strategies with families to support learning at home
    - Adjust instruction to meet whole group and individual student needs

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

Plattsmouth Elementary administered a family and stakeholder survey in October 2025 as part of its Continuous Improvement efforts, and to meet the requirements of the external Frameworks visit conducted in March 2026. Moving forward, the school will administer an annual stakeholder survey to gather insights into family perspectives, and to help identify the ongoing needs of the school.

Title I and PTO Meetings:
The needs of the school and its students are regularly discussed during Title I and PTO meetings. Attendance at PTO meetings ranged from 6–10 parents/guardians, with additional representation from grade-level teachers, special education staff, and specialists.

Findings:
Based on these discussions, the following needs were identified:

- Access to computers and iPads
- Field trip opportunities
- Development and continuation of an outdoor classroom

Through Year Input

A. Class Dojo (classroom-based input tool)
B. Emails
C. District Customer Service model (24 hour response, etc.)
D. Parent-teacher conferences

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

Plattsmouth Elementary School has designed and implemented ongoing improvement efforts that align directly with the building's Continuous Improvement Plan (CIP). The CIP clearly identifies strategies, resources, and interventions to address school goals, and meet student needs.

CIP Goal – Literacy:

A. Ongoing Strategies for All Students:

- Ongoing Teacher professional development on Science of Reading (SOR)
- Paraprofessional development/training on SOR and approved interventions
- Effective implementation of the core curriculum (Into Reading) in an explicit and systematic manner
- Targeted multisensory instructional supports for individual students
- Individualized and small group academic support for at-risk students
- Monthly Reading Data Review Meetings with grade-level teachers and interventionist
- Monthly Reading Progress Monitoring review during PLC meetings

B. Ongoing Efforts – High-Quality, Approved Interventions:

- Really Great Reading
- Early Intervention to Reading (EIR)
- Corrective Reading
- FastBridge interventions and progress monitoring

C. Ongoing Efforts – Resources:

- Up-to-date, high-quality curricular and intervention materials
- Professional development aligned to curricular and intervention materials
- Professional development aligned to FastBridge
- Access to electronic devices (iPads & computers)

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2. Alignment to the Continuous Improvement Plan

The building literacy goal was identified through the 2025 CIP data review process as Plattsmouth Community Schools was undergoing their Frameworks external visit. Implementation of upcoming Science of Reading training through UNO Early Literacy in support of the CLSD grant, along with updates to early reading materials, interventions, and instructional strategies, aligns directly with the CIP plan. Any adjustments made by the Title I Schoolwide team are incorporated into the CIP to ensure ongoing alignment and continuous improvement.

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.*

Plattsmouth Elementary School has a variety of programs in place to meet the needs of all students, including those in subgroups who are at risk of not meeting challenging state academic standards. While these strategies address at-risk students, they also focus on ensuring that all students can meet high standards.

1. Strategies to Support All Students in Meeting Challenging State Standards

A. Academic Strategies
The strategies described in Section 1.3 are ongoing and support all students. Examples include:

- Reading strategies embedded for all students
- Effective implementation of the core curriculum

B. Social-Emotional Supports
Students must feel physically and emotionally safe to learn effectively. PES implements strategies outlined in the Title I plan to support all students, especially those at risk:

- Individual therapy services to address emotional needs
- TeamMates mentoring programs (grades 3–4)
- Small group SEL instruction

C. Physical Needs Supports -
While available to all students, these supports are often accessed most by at-risk students:

- Provision of shoes, clothing, and coats as our social worker partners with various businesses and organizations
- Assistance with general care services and family needs

D. College and Career Readiness
Strategies to prepare students include:

- Plattsmouth Elementary is working toward developing intentional College and Career Readiness opportunities for our students

E. Strategies to Challenge Student Learning

- Field trips to provide broad exposure to careers and real-world experiences
- BIST buddies
- Use of the outdoor classroom in reading, science, math, and social studies

F. Building on Student Interests and Strengths

- High Ability Learner (HAL) program

G. Teacher Training and Professional Development

- Initial training on mClass DIBELS beginning of the 2026-2027 school year.
- Continued training on using NSCAS ALDs and FastBridge data to target instruction
- Curriculum work focused on essential and best instructional practices

2. Strategies for Students at Risk of Not Meeting State Standards

A. Academic Interventions
Ongoing strategies include targeted reading interventions (see Section 1.3).

B. Supports Most Needed by At-Risk Students

- Small group instruction
- Team Mates Mentoring programs

- Provision of clothing and basic needs
- Assistance with family needs

C. Special Education Supports
PES provides a high-quality K-4 Special Education program including:

- Five full-time special education teachers
- 3.75 speech-language pathologists
- 8 special education paraprofessionals
- Individualized instruction tailored to each verified student

D. Summer School Programs

- Serves students below the 30th percentile on MAP, as well utilizing FastBridge results, and those recommended by teachers
- Twenty days of instruction in reading, writing, and math (three hours/day)
- Individual student plans guide targeted instruction

3. Monitoring and Revising the Plan

The Title I Schoolwide team annually reviews and revises the plan to meet the needs of all students and specifically address at-risk students. Reviews consider parent/community input and academic data.

A. Parent/Community Input

- Annual Title I meeting
- Monthly PTO meetings
- Annual perceptual surveys (October)
- Annual Title I Schoolwide Self-Assessment

B. Academic Data Analysis

- NWEA MAP, NSCAS, and FastBridge assessments
- Fall, Winter, Spring cycles

C. Schoolwide Team Participants

- Teachers, special education representatives, reading interventionists, district representatives, staff, parents, and community members

D. Results and Documentation

- Notes from meetings inform adjustments to programming for the following year

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.*
Plattsmouth Elementary School (PES) provides ongoing professional development, and targeted support to improve instructional effectiveness and ensure that academic data informs instructional decisions. All	

professional learning and activities are aligned with district priorities, Continuous Improvement Plan (CIP) goals, and the needs identified through a comprehensive analysis of student performance data.

1. Professional Development Activities

- **Science of Reading (SOR) Training**: All teachers and paraprofessionals will receive training on SOR practices to strengthen early reading instruction. This includes modeling evidence-based strategies, integrating explicit and systematic instruction, and using multisensory approaches to support at-risk learners.

- **Curriculum and Intervention Training**: Teachers are trained on core curriculum implementation (HMH Into Reading) and approved intervention programs (e.g., Really Great Reading, EIR, and Corrective Reading). This training ensures effective use of high-quality materials and consistent instructional practices across classrooms.

- **Data Analysis and Use**: Staff receive training on analyzing and interpreting student performance data from NWEA MAP, FastBridge, and NSCAS assessments. Training includes disaggregation of data by subgroups, identification of trends, and the use of this information to adjust instruction, pacing, and intervention support.

- **Instructional Practice Guidance (IPG):** Teachers are introduced to the IPG coaching model to evaluate instructional effectiveness, promote student engagement, and ensure alignment to standards. IPG tools support reflective practice and help teachers adjust instruction based on classroom evidence.

- **Ongoing Collaborative Professional Learning:** Weekly PLC meetings provide opportunities to review student work, analyze formative assessment data, and plan targeted instruction. Grade-level teams use this time to adjust pacing guides, implement evidence-based strategies, and ensure equitable support for all learners.

2. Use of Academic Data to Guide Instruction

- **Classroom-Level Decision**s: Teachers review student growth, formative assessment data, and work samples to provide individualized support, adjust small-group instruction, and communicate strategies to families for reinforcement at home.

- **Grade-Level and Building-Level Decision**s: Teams meet to analyze disaggregated data, identify students needing additional interventions, and monitor the effectiveness of core curriculum and supplemental supports.

- **Continuous Improvement Feedback Loop**: Data reviews inform professional development priorities, instructional planning, and resource allocation. For example, trends in early reading assessments will lead to increased focus on SOR practices, while analysis of FastBridge, Really Great Reading and MAP results guides small-group instruction and intervention planning.

3. Additional Supports for Instructional Effectiveness

- Coaching and mentoring for new teachers and staff implementing specialized interventions
- Access to instructional resources, technology, and curricular materials to support differentiated learning
- Targeted workshops addressing Nebraska Standards, Science of Reading, and evidence-based instructional strategies

Through these coordinated professional development efforts and systematic use of academic data, PES ensures that instruction is both high-quality and responsive to the needs of all students, fostering growth, achievement, and equitable access to rigorous learning opportunities.

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.*

The School-Parent Compact is jointly developed through collaboration between school staff, parents, and community stakeholders to ensure that all parties have a shared understanding of their roles in supporting student learning. Input was gathered through parent meetings, and discussions during PTO and Title I events.

Teachers and administrators reviewed feedback and contributed to the development of strategies and expectations included in the Compact, ensuring alignment with district goals and individual student needs.

Once finalized, the School-Parent Compact is distributed to all families at the beginning of the school year through multiple channels. Families can review the School-Parent Compact during online registration in the fall, and it is also posted on the school website. Copies are also available in the school office for families who need additional access.

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

Parents are encouraged to be actively involved in the development of the Title I Parent and Family Engagement Policy through multiple collaborative opportunities. Input was gathered via PTO meetings, and annual Title I events (2 times per year), which allowed families to share their perspectives on effective communication, engagement strategies, and supports that would help their children succeed. School staff, administrators, and community representatives reviewed this feedback and worked alongside parents to ensure the policy addressed their needs and priorities.

The finalized policy (6410) reflects a shared commitment between the school and families to support student learning, promote family engagement, and provide resources and strategies that encourage active participation. The policy is available on our district website for reference.

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.*

The annual Title I parent meeting is held each September prior to a scheduled PTO meeting to inform parents about the school's participation in the Title I program. During this meeting, parents are provided with an overview of Title I services, the school's goals, and how the program supports student learning. Families also receive information about their rights to be involved in the program, opportunities for engagement, and resources available to support their child's academic success. The meeting is designed to encourage parent participation, provide clarity on the school's Title I initiatives, and answer any questions parents may have about the program.

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).*
Plattsmouth Early Childhood/Head Start to Plattsmouth Elementary School transition plan can be located - HERE	
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).*
Plattsmouth Elementary School to Plattsmouth Middle School transition plan can be found - HERE Plattsmouth Middle School to Plattsmouth High School transition plan can be found - HERE Plattsmouth High School and Beyond transition plan can be found - HERE	

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.*
PES Schoolwide Plan at Plattsmouth Elementary School increases both the amount and quality of learning time by providing targeted instruction beyond the traditional classroom day and instructional minute recommendations from the Nebraska Department of Education and curriculum. This includes extended learning opportunities through intervention programs, and structured small-group instruction during the school day. Students receive additional support in reading, math, and other content areas through differentiated instruction, guided practice, and progress monitoring. The plan also incorporates high-quality instructional materials, research-based interventions, and strategies aligned to state standards to maximize instructional effectiveness. These efforts ensure that all students have increased access to rigorous, standards-aligned learning experiences, both during and beyond the regular school day. Throughout June, our summer school program offers targeted academic support in reading and math. Additionally, we integrate the Character Strong (SEL) curriculum to foster students' social-emotional growth and well-being.	

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.)*
Plattsmouth Elementary School does not consolidate Title I funds with other Federal, State and local funds.	