

Title I Schoolwide Plan

District Name:		Plainview Public Schools	
County Dist. No.:		70-005	
School Name:		Plainview Elementary School	
County District School Number:		5	
School Grade span:		K-6	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>			☐ Yes ☒ No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>			☐ Yes ☒ No
Indicate subject area(s) of focus in this Schoolwide Plan.		☒ Reading/Language Arts ☒ Math ☐ Other	
School Principal Name:		Jen Hodson	
School Principal Email Address:		jhodson@plainviewschools.org	
School Mailing Address:		301 Pilcher Plainview, NE 68769	
School Phone Number:		402-582-3808	
Additional Authorized Contact Person (Optional):		McKenzie Hostert	
Email of Additional Contact Person:		mhostert@plainviewschools.org	
Superintendent Name:		Darron Arlt	
Superintendent Email Address:		darlt@plainviewschools.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			☒ Yes ☐ No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.			☒ Yes ☐ No

<u>Names of Planning Team</u>	<u>Titles of those on Planning Team</u>
Amanda Baird Jen Hodson Kyle Schmidt McKenzie Hostert Paige Goetzinger Whitney White	Parent Administrator Administrator Title I Teacher Special Education Teacher 1st Grade Teacher

School Information		
Enrollment: 207	Average Class Size: 19	Number of Certified Instruction Staff: 12
Race and Ethnicity Percentages		
White: 94 %	Hispanic: 4%	Asian: 1%
Black/African American: 1%	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: 0%
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 47%	English Learner: 0%	Mobility: 12%

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMSweb, DIBELS, CAT etc.)	
MAP	STAR
aimswebPlus	NSCAS

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>
	Plainview Public Schools conducts a comprehensive needs assessment using multiple sources of data to identify the needs of all students. We use MAP, NSCAS, aimswebPlus, and STAR assessments to monitor and support student achievement. MAP assessments are administered to all students in grades K-12, NSCAS assessments are conducted for students in grades K-8, and aimswebPlus and STAR assessments are utilized for students in grades K-6. All students are assessed at the beginning and end of the school year. In the winter, we assess all students in K-6 with aimswebPlus and Tier 2 and 3 students in K-8 with MAP. These assessments provide information regarding overall proficiency, growth, and specific areas of needed improvement. All assessment results are housed in Branching Minds, allowing staff to access and analyze data across grade levels and content areas. Following each assessment cycle, the district's MTSS team conducts data analysis sessions to identify trends in student achievement, areas of strength, and areas requiring improvement. Staff examine overall district performance, grade-level performance, and individual student results. This data is then used to guide decisions on interventions, Title I groups, and instructional strategies, ensuring that each student receives the support they need to succeed. The classroom teachers also use this data to form tentative ability-based groups for small group reading and other areas of instruction. We continuously gather data throughout the year for at-risk students utilizing aimswebPlus, Corrective Reading, EIR, PALS, UFLI, and 6-Minute Solution. During the 2025-2026 school year, Heggerty was added as both an intervention and data-tracking tool to strengthen phonological awareness instruction and monitor student growth. These interventions are provided in addition to our core literacy curriculum to provide targeted support for students with identified needs. During the same school year, we piloted CKLA as our core reading program. Based on positive student outcomes, teacher feedback, and alignment with the district's literacy goals, CKLA was formally adopted as K-6's core reading curriculum. We use aimswebPlus progress monitoring to track student progress for students who test below or well below benchmark in grades K-6. Students who are below benchmark get progress monitored once every two weeks, and students who test well below benchmark get progress monitored every week. In addition, we create Individual Reading Intervention Plans (IRIPs) for all K-3 students who score below or well below benchmark. These plans are developed collaboratively with input from teachers, specialists, and administrators. They are updated and shared with families each fall, winter, and spring to maintain transparent communication and track student progress. Our MTSS team meets and looks at progress monitoring data to see any trends in the data and if any changes need to be made with interventions and groupings. We reassess interventions and groups formally quarterly and on an as needed basis. Data collection is a continuous process throughout the entire school year that is used to actively evaluate student progress and make instruction and intervention decisions. To further strengthen our assessment and progress monitoring practices, teachers will receive training on DIBELS 8th Edition during the summer of 2026. Beginning in the 2026–2027 school year, DIBELS will replace aimswebPlus as the district's primary literacy benchmarking and progress monitoring tool, providing staff with additional data to support early identification of student needs and targeted intervention planning.

Through this ongoing cycle of data collection, analysis, planning, implementation, and evaluation, Plainview Public Schools ensures that curriculum, instruction, and assessment decisions are data-driven and focused on improving outcomes for all students. The district remains committed to using comprehensive needs assessment data to continuously refine programs, target resources effectively, and support student success.

1.2

Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.

Plainview Public Schools places a high value on meaningful collaboration with families and community members and actively seeks stakeholder input to identify school needs and guide continuous improvement efforts. The district utilizes multiple methods throughout the year to gather feedback to ensure that decision-making reflects the needs and priorities of those we serve.

As part of our Title I program, Plainview Public Schools holds two annual Title I parent meetings, one at the beginning of the school year and another in the spring. During these meetings, the Title I teacher shares information regarding program services. Parents and community members are encouraged to ask questions, provide feedback, and make suggestions regarding ways to strengthen support for students. Information gathered during these meetings is reviewed and considered when evaluating current programs and planning future interventions and services.

Plainview Public Schools also has two stakeholder advisory groups that meet regularly throughout the year. One group consists of Board of Education members, while the other is composed of community stakeholders representing various perspectives within the district. These groups meet monthly to discuss school programs, district initiatives, student achievement, facilities, and emerging needs within the school and community. Feedback from these meetings provides valuable insight and helps district leaders identify priorities for improvement and future planning.

We distribute a Perceptual Data survey to all parents and guardians in the spring. We send and collect data via our SIS system. From our Perceptual Data survey, we gain valuable insight into what the community feels our strengths and areas of improvement are at Plainview Public Schools. Parents reported many different areas of strengths. Survey results are carefully analyzed to identify trends, strengths, and areas for growth. Recent survey results indicated strong community satisfaction with the district's positive school climate, effective communication, and high-quality staff. Families also provided suggestions for improvement, including maintaining smaller class sizes, continuing facility improvements, and addressing long-term building needs. This feedback helps guide district planning and resource allocation.

We also send out a digital School Climate survey to parents, staff, and students. Results have consistently demonstrated strong stakeholder satisfaction, with the majority of respondents selecting "Agree" or "Strongly Agree" on survey items. Areas receiving the highest ratings included high teacher expectations, student safety, mutual respect, support for students' social-emotional needs, positive learning environments, and strong academic programming. These results help validate current practices while also identifying areas where additional support may be needed.

The district also gathers stakeholder feedback through additional surveys and community engagement opportunities as specific needs arise. For example, during discussions regarding the future of school facilities and a proposed bond initiative, multiple surveys were distributed to gather community input regarding building improvements, facility needs, and long-term planning. Community feedback collected throughout this process played a significant role in helping district leadership better understand stakeholder priorities and concerns.

Beyond formal surveys and meetings, Plainview Public Schools encourages ongoing communication through parent-teacher conferences, school events, board meetings, newsletters, social media updates, and direct communication with administrators and staff. Information gathered through these various channels provides district leaders with a comprehensive understanding of stakeholder perspectives and helps ensure that school improvement efforts align with the needs of students, families, and the broader community. Through these multiple avenues of engagement, Plainview Public Schools is able to collect meaningful feedback, identify areas of need, celebrate areas of success, and make informed decisions that support student achievement and continuous school improvement.	
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> We have dove into the MTSS process. We completed year one by evaluating our core instruction. We spent time looking at each program, asking ourselves the following questions. Who is it for? How do we monitor implementation? Is it being taught to fidelity? How do we measure effectiveness? Is it effective? We then took time to evaluate different areas in our school. We looked at leadership, monitoring, communication, core procedures, logistics, resources, expectations, data systems, assessments, and training. We are currently in year two, working on analyzing interventions. We have been evaluating the percentages of students below benchmark, percentages of students receiving interventions, percentages of students receiving interventions who met goals and exited, and percentages of students who exited and did not re-enter. We have scheduled professional development days next year with Megan Dufek from ESU8 to continue to evaluate and build upon MTSS. We have established various methods to ensure instructional fidelity across our school. In collaboration with Megan Dufek and Stephanie Lundgren from ESU8, we have planned and conducted school-wide fidelity checks. In past years, these checks have focused on key areas such as adherence to instructional practices, effective group and individual responses, and promoting student engagement. In addition, our principal, Jen Hodson, has designed fidelity checks that align specifically with the strategies and principles introduced through LETRS training. This alignment ensures that our instructional practices remain consistent with the evidence-based approaches emphasized in the LETRS framework, further enhancing the quality and effectiveness of teaching across our classrooms.

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. Provide supporting documentation in the corresponding folder.</i> Plainview Public Schools proactively meets the needs of struggling students through a variety of strategies. Classroom teachers strategically organize students into ability-based groups, differentiate instruction, and provide extra interventions as needed. Every grade level teacher has a Title I paraeducator in the room for small group reading to help students. The Title I teacher also provides push-in and pull-out, individualized instruction for students in K-6 who need further assistance. Highly trained teachers provide interventions for students. Interventions we have in place are Kindergarten Peer-Assisted Learning Strategies (KPALS), Peer-Assisted Learning Strategies (PALS), 6 Minute Solution, Corrective Reading, UFLI, Heggerty, and Reading Mastery. We utilize data from each intervention to drive educational-based decisions and monitor student progress. In addition, Plainview Public Schools has prioritized lower student-to-teacher ratios in grades K-2 to provide students with increased individualized support during the critical years of learning to read. We also utilize IXL to add additional interventions at each student's academic level. MAP RIT scores are used to assign differentiated IXL lessons tailored to each student's instructional level and identified areas
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of needed improvement. Teachers reassess and assign different skills quarterly for their students. Every week we have "IXL Rockstars" that are celebrated from each grade level. Our teachers and administration work closely together to choose the qualifications for IXL Rockstars each week. Some examples of Rockstar criteria are as follows. We have celebrated the student in the class with the most questions answered, most questions answered at home, most time spent on IXL, most skills mastered in a week, and more. We often make it a school-wide competition to see which class answers the most questions or spends the most time.

We have two Student Assistance Teams (SAT) for our students in grades K-12; one is for the elementary and one for the junior high and high school. The elementary SAT team consists of the elementary principal, special education teacher, Title I teacher, and classroom teachers. The high school SAT team includes the high school principal, councilor, and classroom teachers. Parents are always invited to all SAT meetings and follow-ups. We schedule SAT meetings on an as-needed basis. Teachers refer students for various reasons, including academic concerns, behavior, Speech referrals, attendance, and more. At these meetings, we discuss and evaluate what plans and interventions are already in place for the student. Teachers bring data to clearly show the progress or lack thereof for that student. We open the discussion to other ideas to best help the student. We then decide if we need to reconvene at a later date. If a student is referred on an academic basis and interventions and strategies are not showing success, the student is referred to testing with our school psychologist.

Additional academic support is available through Advantage Study Hall, which serves students in grades 3-12. Advantage operates Monday through Thursday from 3:00 to 4:15 and Fridays from 2:00 to 3:30. Highly qualified staff provide assistance, ensuring students have access to support beyond the regular school day.

To ensure continuity of support, staff members engage in collaborative conversations each spring regarding students transitioning from grade to grade. Teachers discuss and share ideas for teaching strategies, specific interventions, modifications, accommodations, and other ideas that work well for students. This process helps create smoother transitions and promotes continued academic success for students.

We have many things in place to help our students' social-emotional well-being. Plainview Public Schools provides several support systems outside of academics, including the TeamMates Mentoring Program. TeamMates matches at-risk students with adult mentors who meet with them weekly and participate in additional school-sponsored activities. Additionally, students have access to a Licensed Mental Health Practitioner who provides services at school two days per week.

These supports have contributed to significant academic growth across the district. During our external review visit this spring, we reflected on progress made toward our five-year improvement goal: increasing overall reading proficiency from 59% to 75% by Fall 2025, with an emphasis on main idea and supporting details as measured by the MAP Reading assessment. Our overall reading proficiency increased to 67% on the Fall 2025 MAP Reading assessment. Proficiency on the NSCAS English Language Arts assessment increased from 52% to 73% during the same time period. These results demonstrate substantial growth and reflect the effectiveness of the district's intervention systems and commitment to supporting all learners. Building on this success, Plainview Public Schools is establishing new goals for continuous improvement. Our new priority goal is that by the end of the 2030-2031 school year, we will maintain or exceed 70% district proficiency on the state reading assessment. Through continued implementation of targeted interventions, data-driven decision making, and comprehensive student supports, the district remains committed to ensuring all students have the opportunity to achieve success.

3. High quality and ongoing professional development

3.1	<i>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.</i>
At Plainview Public Schools, professional development is a priority, with structured time set aside every week to foster continuous growth and collaboration among staff. Students are dismissed at 2:00 p.m. every Friday, allowing teachers to have in-service professional development sessions. These sessions provide an opportunity for teachers to work together in committees, evaluate interventions, analyze data, and learn more about various educational topics. Additionally, we partner with ESU8 staff and other external experts to provide on-site training for teachers and staff in specific areas of needed growth during these professional development days. For example, we have scheduled professional development with Megan Dufek next year to build upon and strengthen our MTSS processes. Our paraprofessional educators also participate in ongoing professional development. Every two months, they virtually attend seminars led by ESU8 that cover a wide range of skills, including trauma interventions, strategies for maintaining student engagement, positive behavior support, and methods for assessing student understanding. Each session focuses on a new topic, equipping paraprofessionals with the tools they need to enhance their effectiveness in supporting students. Beyond the in-service sessions, our staff frequently collaborates with ESU8 by attending workshops and meetings. These experiences provide opportunities to learn the latest best practices, which are then implemented in our classrooms to improve outcomes for students. A key aspect of our professional growth has been the LETRS (Language Essentials for Teachers of Reading and Spelling) training provided through ESU8. All of our K-6 teachers have either completed or are currently participating in this rigorous training, which equips them with the science of reading instruction. It focuses on foundational skills needed to teach reading effectively.	

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>
Plainview Public School's School-Parent Compact was jointly developed with a team of teachers, administration, parents, guardians, and community members. Our School-Parent Compact outlines parents/guardians, teachers, the principal, and students' responsibilities throughout the school year. The compacts help build a partnership from home to school. An annual meeting is held at the beginning of every year to discuss the School-Parent Compact and allow for evaluation from community members. At this time, parents and guardians are given an opportunity to provide recommendations for any adjustments. It is then sent home to every student K-6 to be signed and returned. Additional parent meetings are held throughout the school year, as determined by parent interest and suggestions from teachers.	
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>

The Title I Parent Engagement Policy was developed with a team of parents, guardians, community members, administration, and teachers. The policy is on our Plainview Public School's website and is available to parents and community members at all times. It is reviewed with staff and parents at every annual Title I meeting and updated as needed.	
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>
We hold an annual Title I meeting at the beginning of each school year at the start of our Family Reading Night. Every Title I parent meeting is advertised in the monthly newsletter, local newspaper, and in an all-call home to families at the beginning of the week. A translator is available as needed during the meeting. At every annual Title meeting, we discuss school-wide Title, Title requirements, assessments, compacts, the engagement policy, parental involvement, funds, and more. We then take suggestions and recommendations from the community. After the meeting, families join their students for an evening packed with exciting literacy activities and games. Community partners, including local law enforcement, local bank, RainBow Girls Therapy group, FCCLA, and National Honor Society students help lead activities. Additional presentations are made each year by the community. Each student takes home their Book Blast books and prizes as well, bringing home a minimum of five books. In the spring, we host an annual Title I meeting specifically for incoming kindergarten parents to help them better understand what Title I services and support look like for their children at Plainview. During this meeting, parents learn about school-wide Title, Title requirements, assessments, parental involvement, and more. We place a strong emphasis on fostering open and effective communication between home and school, as we believe it is essential to student success. To achieve this, we use a variety of communication tools and platforms, including weekly newsletters, email updates, newspaper articles, PowerSchool, and all-calls to keep parents informed and engaged. In addition, we are committed to addressing the needs of our families and schedule additional Title I meetings and events throughout the year to provide ongoing support, answer questions, and share updates.	

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>
Plainview Public Schools offers preschool for students ages 4-5 in the same building as our elementary school. They will stay in the same building from preschool to sixth grade, which helps make the transition from grade to grade easier. The preschool classrooms are right across the hall from the kindergarten classrooms to help ease the transition from preschool to kindergarten. Our preschoolers also attend specials throughout preschool, including P.E., Guidance, Library, Media, Music, and Art. We also have a Move-up day during the month of April or May where students come all day in order to experience what a full day is like. During this day, the students eat lunch in the cafeteria and visit both kindergarten classrooms for a short lesson, meet the teachers, and explore the classroom. Every spring, Plainview Public Schools holds a Kindergarten Round-Up for all incoming kindergarteners and kindergarten parents to attend. During this evening, parents attend informational meetings. Administrators, the school nurse, and the Title I teacher collaborate to inform and help parents during this	

evening. Families are provided support to complete paperwork. During this time, the incoming kindergarteners do a craft with kindergarten teachers and learn what kindergarten will look like next year. Additionally, we have an open house event close to the first day of school, where children can become familiar with their new teacher and classroom. The preschool teacher provides a summary report to the kindergarten teachers for each child, including developmental milestones, learning assessments, areas of strength and growth, social-emotional development, language skills, and any additional support needs.	
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> For students moving from sixth to seventh grade, we have a transition plan to help them be successful in their new building and environment. The sixth-grade teachers meet with the junior high teachers to discuss individual student needs. They explain any accommodations, modifications, and interventions in place and how they work for that student. Every April, sixth-grade students spend a day at the junior high/high school shadowing a seventh-grade student. They get a tour of the building at the beginning of the day. They then attend classes with their seventh-grade partner and meet the junior high and high school teachers while experiencing class with them. Sixth graders also partake in a question-answer panel with the junior high/high school principal and seventh-grade teachers. Students write down any questions they have and put them in a basket. The principal draws out a paper and reads aloud the question. The principal and seventh-grade teachers then answer the question for all students. In August, we hold a junior high registration night before school starts. During this evening, we discuss expectations with incoming seventh graders. They then have the chance to find their lockers and navigate the school one more time before school starts. They review their schedules and where their classes are located, so the first day in the new building is a smooth transition.

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> Students who test in the 90th percentile or higher in MAP math or reading have the opportunity to be a part of our High Ability Learners program. They meet during the school day and work on activities and projects that incorporate higher-level thinking and problem-solving. Plainview Public Schools offers summer school to students who would benefit from extra assistance in reading and math. We have extended our summer school day to four hours a day, Monday-Thursday, in June. We have also further intensified our summer school program by looking at spring assessment data to make decisions on skills that need to be focused on. We do a pre-assessment at the beginning of summer school, and then we do a post-assessment at the end to evaluate student growth and summer school effectiveness.
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Every year, we do Book Blast with our students in preschool through sixth grade. It is a literacy program designed to ignite a love for reading by providing students with access to a variety of high-quality books for their personal libraries at home. It engages our school, families, and communities. Students can earn books by completing reading-related activities. Every student in grades preschool through sixth grade took home a minimum of five books. The program increases the quality and quantity of learning outside of the school day. It empowers students to explore topics that interest them, develop critical reading skills, and build stronger literacy habits at home. Book Blast helps bridge the gap for students who may have limited access to books or educational resources outside of the classroom.

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). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
N/A	