Title I Schoolwide Plan

District Name:	Kearney Public School
County Dist. No.:	7
School Name:	Bryant Elementary
County District School Number:	10-0007-03
School Grade span:	K-5
Preschool program is supported with Title I funds. *(Mark appropriate box)*	☐ Yes X No
Summer school program is supported with Title I funds. *(Mark appropriate box)*	☐ Yes X No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☐ Math ☐ Other (Specify)_____
School Principal Name:	Natalie Madsen
School Principal Email Address:	natmadsen@kearneycats.com
School Mailing Address:	1611 Avenue C, Kearney, NE 68847
School Phone Number:	308-698-8190
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Jason Mundorf
Superintendent Email Address:	jasmundorf@kearneycats.com

Confirm all Instructional Paras are Highly Qualified according to ESSA.	X Yes ☐ No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	X Yes ☐ No

Names of Planning Team *(include staff, parents & at least one student if Secondary School)*	Titles of those on Planning Team
Michelle Hellman	Parent
Natalie Madsen	Principal
Andrea Wolfe	Reading Teacher
Lisa Martenson	Reading Teacher

School Information

(As of the last Friday in September)

Enrollment: 191	Average Class Size: 16	Number of Certified Instruction Staff: 22

Race and Ethnicity Percentages		
White: 57 %	Hispanic: 36 %	Asian: >1 %
Black/African American: 4 %	American Indian/Alaskan Native: 2 %	
Native Hawaiian or Other Pacific Islander: 2 %	Two or More Races: 2 %	

Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 82%	English Learner: 14%	Mobility: 17 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	**MAP Reading & Math**
	DIBELS
	DESSA

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.*

Bryant Elementary is committed to teaching and learning at all levels. The staff at Bryant is experienced in working with diverse needs in the classroom. The use of data to drive the decision-making process shows a genuine concern about improvement on the individual student level. The use of the standardized assessment tools like NWEA MAP gives our teachers information about student learning based on the Nebraska curriculum standards in reading, math and language arts. We also use the Nebraska State Accountability measures in writing, reading, math and science (NSCAS). Additionally, DIBELS Reading assessments and progress monitoring is used by teachers to make decisions about students' literacy needs. All certified staff members were trained in DIBELS prior to the 26-27 school year so they could accurately assess and progress monitor student growth. Progress monitoring provides teachers with an accurate picture of student need and growth therefore informing instructional decisions in the classroom. After benchmarking is complete in the fall, winter, and spring, Title reading teachers meet with the principal, classroom teachers, the EL teacher, the school psychologist, and our special education teacher to analyze data, specifically for students who fall below or well below the grade level benchmark in reading. This continuous cycle of assessment, data analysis, and collaboration ensures that student growth and progress is closely monitored and individual student needs are being met.

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.*

Bryant Elementary elicited feedback from our families through the Leader in Me, Measurable Results Assessment (MRA) that was sent in the spring. Feedback provided by families fit into one of three categories: Academics, Culture, and Leadership. The survey results were areas of strength and areas of growth were identified, were shared with the staff. Additionally, all Bryant staff members took the MRA as well as students.

Bryant Elementary hosts monthly PTO meetings as well. Through this forum, parents and family members of Bryant students are able to provide input and feedback on a variety of topics discussed at the monthly PTO meetings.

The results of the MRA in conjunction with the feedback and input gathered through monthly meetings helps Bryant staff members set priorities and plan strategies that serve all Bryant students well.

1.3	*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.*

Our staff is committed to continuous improvement through the ongoing analysis and evaluation of student learning and well-being using multiple sources of assessment data. Within our MTSS framework, staff members regularly analyze student data during weekly PLC meetings to identify areas of need, monitor individual student growth, and adjust instruction and interventions accordingly. A primary academic focus is increasing student achievement in English Language Arts, with a building goal of attaining 63% proficiency on the NSCAS assessment for students in grades 3–5.

In addition to academic achievement, we monitor students' social-emotional needs through the use of the DESSA screener. Students identified as needing additional support are connected with a trusted adult mentor at Bryant, with the goal of achieving a 65% improvement in DESSA scores from fall to spring. This

process allows us to identify needs early, provide targeted support, and monitor the impact of those interventions.

We also recognize that a strong school culture is essential to student success. Current data indicate that 48% of staff members feel recognized by school leadership. In response, we have implemented strategic and consistent efforts to strengthen staff connections, provide meaningful coaching and support, and recognize staff contributions. Our goal is to increase the percentage of staff who feel recognized by leadership to 75%. Together, these efforts support a culture of continuous improvement focused on student achievement, social-emotional growth, and a positive, supportive environment for all members of the Bryant community.

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.*

Our staff meets monthly throughout the school year to analyze the data of all students per the MTSS process. This includes classroom teachers, special education teachers, title reading teachers, our EL teacher, as well as our school psychologist and principal. We identify at risk students based on their prior spring and recent fall MAP, DIBELS and NSCAS scores. As a team, we make decisions on which students will receive title services, EL and Special Education. These students are placed in an appropriate intervention according to their needs (comprehension; phonics; etc.) They are progress monitored weekly or bi-weekly and data is shared with teachers and analyzed every eight weeks to determine the next plan of action for the student. Grade level MTSS meetings occur weekly to ensure continuous data analysis occurs and to review current interventions for Tier II students and make adjustments accordingly.

Our social emotional screener, DESSA, is also administered twice a year and the results are analyzed by our principal, counselor and social worker. At risk students are identified and the team determines appropriate SEL interventions. Parents are also notified of the results and the intervention to follow.

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.*

Bryant Elementary is committed to providing ongoing professional learning that strengthens instructional effectiveness and equips staff with research-based practices to meet the academic, social-emotional, and behavioral needs of all students. All K–5 classroom teachers at Bryant have been trained through either AIMS Pathways to Reading or LETRS, providing a strong foundation in the Science of Reading and evidence-based literacy instruction. New teachers to Bryant who are within their first three years of employment are also provided LETRS training to ensure that all teachers develop a common understanding of effective literacy practices. Additional professional learning opportunities have included Write Tools and DIBELS, further strengthening instructional practices and the use of assessment data to identify student needs and guide instruction. Beginning in September, all paraprofessionals will receive

training to administer DIBELS, increasing our building's capacity to collect consistent, reliable data to monitor student progress and inform intervention.

Professional learning also extends beyond academics to support students' social-emotional and behavioral needs. Seven staff members have been trained in Handle with Care, including both physical restraint procedures and verbal intervention strategies. To build consistent schoolwide practices and further support students' SEL needs, the entire Bryant staff will receive training in verbal intervention this fall.

These professional learning opportunities are reinforced through weekly PLC meetings, where teachers collaborate to analyze student data, monitor progress, identify areas of need, and determine appropriate instructional responses and interventions. By combining high-quality professional development with ongoing collaboration and data analysis, Bryant Elementary is building a consistent instructional approach that allows staff to continually refine their practices based on evidence of student learning and individual student needs.

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. Provide supporting documentation in the corresponding folder.*

Bryant Elementary values the partnership between families and school staff and works collaboratively to review and develop the School-Parent Compact. Parents and families have opportunities to review the compact, ask questions, and provide feedback, and staff members also review the compact to ensure that it reflects a shared commitment to student success. Parent input is an important part of this process.

The School-Parent Compact is shared with families as part of our annual Title I Family night. Title I Family Night provides families with an opportunity to connect with Title I reading teachers, classroom teachers, and other school personnel, learn about available supports and expectations, and ask questions about the compact. Throughout the school year, families have additional opportunities to provide input and engage with school staff through monthly PTO meetings, Title I family activities, parent-teacher conferences, and other school events.

Ongoing communication with families occurs through ParentSquare as well as in-person opportunities throughout the school year. These multiple avenues allow families to remain informed, ask questions, share feedback, and participate in an ongoing partnership with the school. Through this collaborative process, Bryant Elementary seeks to ensure that the School-Parent Compact is meaningful, understood by families and staff, and reflective of our shared responsibility for student achievement and success.

4.2	*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.*

The parent policy document is developed with parent input and is shared annually with parents at Title I Family Night. Our team shares information regarding Title 1 funds, building proficiency levels, opportunities for parents to participate in decisions about their child's education, as well as discuss the school compact, which is offered in Spanish as well.

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. Provide supporting documentation in the corresponding folder.*

Bryant holds an annual Title I Family Night where we invite parents to come to school and learn about our Title Program, the requirements of it, and their parental rights. A translator is available for Bryant's Spanish speaking families as needed. Families also participate in reading activities together, as well as learn ways to encourage reading practice at home. Title reading teachers along with Bryant administration held the annual Title 1 parent meeting on February 26. 2026.

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).*

Bryant Elementary prioritizes a strong and intentional transition for students entering kindergarten by partnering with KPS Bright Futures Preschool, community childcare and preschool providers, and families. Bright Futures assists in coordinating transition activities for children coming from both the KPS preschool program and community-based programs. As part of this process, Bryant receives an individual student snapshot that shares valuable information regarding each child's strengths, areas of need, and developmental readiness for kindergarten.

Prior to the start of the school year, Bryant kindergarten teachers, special education staff, and administration work with early childhood personnel to become familiar with incoming students and identify supports that may be needed. When a student receives special education services, transition meetings are coordinated with families and appropriate school and early childhood staff. These meetings provide an opportunity to review IEPs, services, accommodations, and individual needs so that necessary supports are established before the student begins kindergarten.

Bryant also provides families with information regarding kindergarten registration and enrollment early in the school year. In the spring, Kindergarten Round-Up gives incoming students and their families an opportunity to visit the school, meet teachers and staff, experience the classroom setting, and become comfortable with the school environment. Families are also provided information about kindergarten routines and expectations, as well as the academic, social-emotional, and family supports available at Bryant.

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).*

The middle school principal and counselor come to visit with the 5th grade students in the spring for a "meet and greet" and to share information about their school. They also have a Q and A section during this meeting. That night the middle school also hosts a "Parent Night" to share information with the parents of incoming 6th graders, take a tour of the building, and address any questions or concerns. In May, the 5th grade students visit the middle school and take a tour of the building and meet some of their future teachers. The middle school special education teachers also come to our building to meet with the special education teacher and speech pathologist to discuss students who are currently on IEPs. If the student is in the MTSS process, their data and documentation also follows them into middle school.

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.*

Bryant Elementary is fortunate to have several partnerships and programs that provide additional support for students and families. Our building houses the Kearney Community Learning Center (KCLC), an after-school program that provides childcare for families while also maintaining a strong focus on learning. KCLC staff work closely with classroom teachers to identify student needs and provide specific academic support. KCLC also offers programming during the summer and on select out-of-school days, providing additional opportunities for students to receive support and stay engaged in learning. The EL and Special Education departments also provide summer programming for students who would benefit from additional academic support.

Bryant also partners with the University of Nebraska at Kearney through the UNK Math Buddies and UNK Math Methods programs. Through these partnerships, students in grades KG-3 receive individualized math support from UNK students, typically working with one or two students at a time on a weekly basis. This provides students with additional opportunities to practice skills and receive individualized attention while also building a strong connection with our local university.

In addition, the YMCA partners with Bryant by sending representatives to our building each Monday during lunch recess (September - May). Students participate in organized activities while practicing positive social skills, cooperation, and appropriate interactions with others.

These partnerships provide Bryant students with additional academic, social-emotional, and enrichment opportunities while also strengthening the connection between our school, families, and community.