

**2024-25**

## **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.*

### **Data-Driven Decision Making**

Crawford Public Schools employs a systemic approach to using data to guide curriculum, instruction, and assessment decisions. Instructional practices and interventions are informed by multiple data sources, including Amplify (DIBELS 8th Edition), NWEA MAP, classroom assessments, and daily classroom work. This ensures that each student's needs are met while maintaining a focus on growth and achievement.

### **Strength of the School Community**

The greatest strength of Crawford Public Schools is our people. While programs support growth and improvement, it is our well-equipped and dedicated staff who drive success. Our goal is to provide interventions and support strategies to all students while fostering a love for reading.

### **Multi-Tiered System of Support (MTSS)**

Crawford Elementary utilizes the Multi-Tiered System of Support (MTSS) to address individual student needs. This process examines each student's strengths and areas for growth, keeping the whole child in perspective. The classroom teacher, principal, MTSS team, and Title I teacher collaborate to design interventions that help students meet benchmarks and provide high-ability learning opportunities.

Historically, the MTSS team met at least three times per school year. The process has since evolved to align with Nebraska's updated MTSS model, incorporating academic, social-emotional learning, and behavioral supports through district-wide PBIS (implemented August 2022). While MTSS primarily focuses on students who are not meeting benchmarks, K–6 teachers also provide enrichment opportunities for high-ability learners.

### **Professional Learning Communities (PLCs) and Curriculum Development**

Professional Learning Community (PLC) time is dedicated to curriculum development to ensure high-quality instruction. Crawford Public Schools partnered with the Curriculum Leadership Institute (CLI) in Fall 2021. A Curriculum Coordinating Council (CCC) provides recommendations to the Board of Education for all curricular areas, including Social Studies, ELA, Math, Science, Agriculture/Industrial Technology/Technology, PE/Health, and Music/Art.

The curriculum development process began with Social Studies in August 2022 and will continue through each subject area until the 2025–26 school year. Each curriculum will then be reviewed on a rotating schedule, with a long-term plan extending through the 2031–32 school year.

### **Title I Support and Early Intervention**

Title I services provide early intervention for students performing below benchmark. Title I personnel deliver small-group instruction, push-in support, and one-on-one targeted instruction with a focus on phonemic awareness, phonics, vocabulary, language development, and reading fluency and accuracy.

For K–2 students, Title I provides small-group instruction during reading rotations using programs such as Sonday and High Noon Readers. Title I also supports classroom teachers in implementing interventions and enrichment opportunities.

## **Instructional Framework and Engagement**

Teachers at Crawford Public Schools design engaging, structured lesson plans that address diverse student needs and learning styles. Instructional strategies are informed by research from Hollingsworth (Dataworks), Danielson, and Marzano. The Danielson Framework was adopted in 2015–16 as the district's instructional and teacher evaluation model.

The district employs a strong identification and assessment protocol through Data Teams to determine which students require additional support. Research-based interventions are implemented according to student needs, supported by a comprehensive student assessment system that includes standardized assessments such as NWEA MAP and DIBELS 8th edition, which has been in use for over 20 years.

Students are actively involved in the data-driven process through data tracking, the Student Advisory Council, Student Leadership, and input on PBIS rewards and expectations. Every elementary student participates in interventions during the school day. Instruction is adjusted based on formative and summative data to provide remediation or enrichment as appropriate. Classrooms use student data trackers to monitor goals, standardized data, and content-area performance.

## **Departmentalization (Grades 4–6)**

Beginning in the 2019–20 school year, 4th–6th grade teachers departmentalized instruction in ELA, Math, and Science. Departmentalization strengthens student-teacher relationships, supports accurate pacing and skill assessment, and enhances mastery of CCR standards. It also strengthens the MTSS process and allows teachers to collaborate as a team to meet student goals based on behavioral, academic, and personal strengths and needs. Benefits include smoother transitions to grades 7–12, enhanced teacher collaboration, and improved instructional quality.

### **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.**

**Parent/community input was gathered that identified the needs of the school through three or more activities. Describe the activities and how the results were used in the needs assessment.**

The Title I survey was distributed in November 2022 during the Annual Title I Meeting and Family Literacy Night. The majority of responses were favorable, providing useful information regarding students' reading needs and feedback on the Title I Annual Meeting and Family Literacy Night. Reflections on the less favorable responses will be used to improve communication in the future.

Parent responses indicated a desire for more information on the following topics:

- How their child is tested
- Strategies for helping with homework
- Grade-level learning expectations
- Parent education opportunities

The survey will continue to be distributed at the Annual Title I Meeting each year.

During the 2022–23 Title I Annual Meeting, an open discussion was held regarding potential updates to the School-Parent Compact, the Title I Parent Involvement Policy, and the needs of students and the school. The requirements for both policies were shared and reviewed, and it was determined that both policies meet the necessary requirements. The School-Parent Compact format was decided to remain the same, while the Title I Parent Involvement Policy was updated to a more user-friendly format. The current versions of both policies were reviewed on April 1, 2023, and no changes were made at that time.

### 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.**

**The Continuous School Improvement Plan clearly identifies on-going improvement efforts, identified strategies, resources, and interventions to meet the school's goals and student needs.**

Research-based supervision and evaluation have been implemented at Crawford Public Schools over the past nine years. In 2010, the Nebraska Department of Education directed Crawford Elementary and its governing board to implement a research-based system for the supervision and evaluation of teachers and principals. After careful consideration, the school community elected to adopt the Framework for Teaching by Charlotte Danielson. Significant time and effort have been invested in professional development for all certified staff members to ensure effective implementation.

The administration has also pursued supervisory professional development to provide coaching and support for teachers in productive and professional ways that enhance instruction and learning. One area still in need of improvement is ensuring consistent time for leaders to coach, conduct thorough walk-throughs, and provide purposeful feedback.

An accreditation review through Cognia took place in the spring of 2022, and the data and recommendations from that visit continue to inform district goals and priorities. In the fall of 2022, Crawford Public Schools chose to become a Nebraska Frameworks school, adopting the Principal Performance Standards as the official evaluation instrument for the principal, while continuing to use the Danielson model and incorporating the principles of Nebraska Frameworks.

To streamline and unify efforts, the school improvement goals also serve as our Title I and Title III goals. The next External Visit is scheduled for the fall of 2026.

Our current School Improvement goals are:

All Crawford Public School students will be proficient and/or show growth as measured by state and local Math assessments.

All Crawford Public School students will be proficient and/or show growth as measured by state and local ELA/Reading assessments.

## 2. Schoolwide reform strategies

### 2.1

**Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.**

**The schoolwide plan includes strategies to address the needs of all children in the school, but particularly those at risk of not meeting the challenging state academic standards which may include counseling, student services, mentoring, career and technical education programs, or professional development. The plan addresses how the school regularly monitors and revises the plan based on student needs**

To meet the individual needs of students, Crawford Elementary utilizes MTSS (Multi-Tiered System of Supports). This process examines each student's strengths and areas of need to ensure growth while keeping the whole child in perspective. Interventions are provided daily based on individual needs, with decisions informed by progress monitoring, assessments, and classroom performance. The process is fluid, adjusting the intensity and duration of interventions according to student progress. Support is provided by the reading intervention teacher, paraprofessionals, administration, and classroom teachers.

A Title I teacher and paraprofessional provide daily small-group instruction focused on strategies and interventions for students identified as at-risk under the K–3 reading law, as well as for students in grades 4–6. MTSS at Crawford Elementary is currently evolving to incorporate the new ideas outlined in the 2023 NEMTSS Framework. A student intake form was developed, and a team of educators meets to plan and implement individualized interventions.

Professional Learning Communities (PLCs) are another key strategy for supporting at-risk students. Teachers collaborate to review and analyze student data, share instructional strategies, and plan interventions to enhance academic progress. Early release Fridays are used for professional development, MTSS meetings, grade-level and cross-curricular PLCs, staff meetings, and PBIS team meetings, allowing for increased collaboration among staff members.

Crawford Public Schools has partnered with the Curriculum Learning Institute (CLI) to develop a comprehensive curriculum for all departments and courses from K–12. The curriculum development process occurs in four stages:

1. **Year 1:** Development of the curriculum document
2. **Year 2:** Implementation and validation of the curriculum, including resource selection
3. **Year 3:** Development of common formative assessments
4. **Year 4:** Implementation and validation of assessments

The process began with the social studies curriculum in August 2022. In August 2023, ELA, Technology, Industrial Technology, and Agriculture curricula were developed, followed by Physical Education, Health, and Math in August 2024. Science, Art, and Music curricula began the process in August 2025. Each year, a new department is added to ensure all areas are systematically developed and supported with aligned assessments. A process has been developed to review curriculum for each discipline on a rotating basis.

### **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.**

Ongoing professional development and other activities to improve teachers, paraprofessionals and other school personnel effectiveness and use data to guide instruction, especially targeted to those subgroups of students at risk of failing to meet challenging State academic standards.

The school community chose to implement the Framework for Teaching by Charlotte Danielson after a year of research and planning. Significant time and effort have been dedicated to professional development for all certified staff members to ensure effective implementation.

Small school districts across Nebraska often rely on support from Educational Service Units, and our district receives regional support from ESU 13. Additionally, we receive updates from the Nebraska Department of Education regarding a variety of professional development opportunities.

The administration has also invested in supervisory professional development to equip leaders with the skills to coach and support teachers in productive, professional ways that enhance both instruction and student learning.

## **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.**

**Staff, parents and students (secondary only) were involved in the development of the compact; reviewed at the annual parent meeting and at least one other time per year. The compact meets the requirements below.**

- ☐ **describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards;**
- ☐ **the ways in which parents will be responsible for supporting their children's learning; (For example: volunteering in their child's classroom, participating in decisions relating to the education of their children and positive use of extracurricular time)**
- ☐ **address the importance of communication between teachers and parents on an ongoing basis**

The School-Parent Compact was developed collaboratively by a group of parents and staff. Our school's parent organization, Parents as Resources in Determining Excellent Educational Opportunities (PRIDE), works in partnership with the school to support educational opportunities, provide financial assistance, and offer additional personnel and volunteers. To help sustain and grow membership, parents are encouraged to bring another elementary parent to meetings.

The compact is reviewed annually at the Title I Annual Meeting. The most recent meeting was held on April 1, 2023. An annual meeting was not held for the 2024–25 school year; however, discussion took place regarding the compact's purpose and potential revisions. It was decided that no changes were necessary. The compact is distributed in the packet of forms provided at the beginning of each school year, as well as in packets for incoming transfer students. Crawford Elementary has achieved a 100% return rate for several years.

To support parent involvement aligned with our schoolwide mission, the elementary staff uses a variety of strategies and activities to engage families. Most communication occurs through Remind and the school website ([www.cpsrams.org](http://www.cpsrams.org)). Parent-Teacher Conferences are held twice each year, typically in October and March, and provide opportunities to review data, achievements, strengths, and areas for growth. Teachers also communicate through weekly communication folders, monthly newsletters, and ongoing updates via Remind.

The school website ([www.cpsrams.org](http://www.cpsrams.org)) includes the Title I Plan, School-Parent Compact, and Title I Parent and Family Engagement Policy.

### **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.**

**A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), was developed with parent and family input and is distributed/shared with parents and family and is reviewed and updated at the annual Title I parent meeting.**

- ☐ **schools shall provide opportunities for the participation of parents and family members including those with migratory children, limited English proficiency, or have disabilities. Parent shall be notified of the Parent and Family Engagement Policy, information related to school and parent programs, meetings, and other activities in an understandable and uniform format and to the extent practicable provided in a language the parents can understand;**

- ☐ convene an annual parent meeting scheduled at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
- ☐ involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school Parent and Family Engagement Policy;
- ☐ provide opportunities for parents and family members to participate in decisions relating to the education of their children. The school shall provide other reasonable support for parental involvement activities;
- ☐ provide parents of participating children timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand;
- ☐ educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners;
- ☐ coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Parents are invited and encouraged to participate in the development of the Title I Parent and Family Engagement Policy. The policy was reviewed and discussed at the Annual Meeting on April 1, 2023. Our school also has a parent organization called Parents as Resources in Determining Excellent Educational Opportunities (PRIDE), where parents collaborate closely with the school. PRIDE supports the school by contributing to educational opportunities, offering financial assistance, and providing additional personnel and volunteers. To help grow the organization, parents are encouraged to bring another elementary parent to meetings.

The School-Parent Compact and the Family Engagement Policy were developed in coordination with PRIDE and are reviewed each year at the Annual Title I Meeting.

The Title I Plan, School-Parent Compact, and the Title I Parent and Family Engagement Policy are available on the school website at [www.cpsrams.org](http://www.cpsrams.org).

#### 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.**

**A copy of the sign in sheet and agenda from the annual Title I parent meeting are included.**

**In addition to the annual Title I parent meeting, two or more additional Title I parent and family engagement activities are held. These are scheduled at various times to accommodate parents. The importance of communication between teachers and parents is addressed on an ongoing basis. Translation provided as needed.**

An event was not held for the 2024-25 school year. Student Leadership, a group of students in grades 4-6, organized several events for the school. They hosted a movie night, organized school dances, and did some community service projects.

## 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).**

**The transition plan for incoming students includes three or more varied activities for students, parents, and school personnel to support, coordinate and integrate services.**

The transitional plan from Early Childhood to Kindergarten includes a Kindergarten Round-Up Day held each April. On this day, the upcoming morning Preschool class also visits their future classroom. The Early Childhood and Kindergarten teachers conduct linkage conversations to discuss each child's strengths and areas for growth, as well as the needs of the class as a whole. Collaborations with teachers and special services personnel are held as needed to ensure smooth transitions for students receiving services.

Crawford Elementary participates in Bump-Up Day, during which each grade level visits the next grade for an afternoon of activities, procedures, and question-and-answer sessions. This event, held in early May, helps students prepare for the expectations of the next school year.

Our sixth-grade class also visits the junior high/high school building. During this visit, students spend the day shadowing seventh graders, meeting teachers, learning the building layout, and beginning to build relationships with older students. Members of the Student Council visited the 6th-grade classroom to lead a set of rotating mini-lessons designed to help students understand expectations at the high school. During the rotations, council members introduced students to available activities and sports, explained academic and classroom expectations, taught simple note-taking strategies, and reviewed the school's discipline procedures and points system. This visit gave 6th graders an engaging, student-led preview of what to expect as they transition into high school.

All teachers have recess duty, providing daily opportunities for students and teachers to build positive relationships. The district has also implemented Herds, which group students from Kindergarten through 12th grade into small "family" teams that include staff from both school buildings. Herd groups meet throughout the year for fun, team-building activities. This structure helps students form relationships across grade levels and with staff members from both buildings, making transitions easier from year to year.

Each fall, we host an Open House at the beginning of the school year for families and community members. This event encourages engagement and involvement throughout the year.

For new students, families are provided a tour of the building, and a student ambassador is assigned to help the newcomer adjust and feel welcomed as they join our school community.

## **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 transition plan for outgoing students describes three or more activities to assist students in the transition to their next level of education.**

In May, an elementary "Bump-Up Day" is planned during which students visit the teacher they will have the following school year. The school counselor organizes an activity that coordinates with this event. Our sixth-grade class also visits the junior high/high school building. During this visit, students spend the day shadowing seventh graders, meeting teachers, previewing class schedules, practicing transitions, learning the layout of the building, and beginning to build relationships with both students and staff. The departmentalization of grades 4–6, with its added transitions and multiple teachers, helps prepare students for the shift from elementary to middle school. Members of the Student Council visited the 6th-grade classroom to lead a set of rotating mini-lessons designed to help students understand expectations at the high school. During the rotations, council members introduced students to available activities and sports, explained academic and classroom expectations, taught simple note-taking strategies, and reviewed the school's discipline procedures and points system. This visit gave 6th graders an engaging, student-led preview of what to expect as they transition into high school.

In August of their seventh-grade year, former sixth graders attend an orientation presented by the high school principal for both students and their parents during the Open House event held the week school begins. The orientation outlines expectations, procedures, and the transition process.

Through PBIS, twelve schoolwide “herds” have been created for the year. Each herd includes students from Kindergarten through 12th grade and is designed to foster relationships across grade levels and buildings. Schoolwide, semester-based activities bring all students and faculty together. In addition, the elementary herds (grades K–6) meet twice each month to participate in activities and continue building relationships.

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 describes three or more opportunities to increase the amount and quality of learning time within or beyond the instructional day.

Arrangements are in place for at-risk students to receive individualized tutoring before or after the regular school day. Students are always welcome to seek additional instruction or clarification from their teachers. Some take advantage of this support as needed, while others follow set tutoring schedules. Our elementary library is also open before and after school, providing students with opportunities to read and take Accelerated Reader tests.

Beginning in Fall 2025, Crawford Elementary will participate in the WORDS research grant, which provides specialized training in partnership with the University of Nebraska–Lincoln. Through this program, teachers will receive four professional development seminars each year, as well as on-site instructional coaching.

In addition, students who score below benchmark on the DIBELS assessment will be offered free tutoring services. Tutoring will be available during both the fall and spring terms.

This initiative is funded through a four-year grant.

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

7.1  
  
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

