

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*

District Name:	Bayard Public Schools	
School Name:	Bayard Elementary	
County-District-School Number: xx-xxxx-xxx	62-0021	
Grades Served with Title I-A Funds: (PK is rarely served)	Kindergarten- Grade 6	
Preschool program is supported with Title I funds. (Mark appropriate box)		Yes NoX
Summer school program is supported with Title I funds. (Mark appropriate box)		Yes NoX
Indicate subject area(s) of focus in this Schoolwide Plan.	Reading/Language Arts X Math X Other _____ (Specify)_____	
School Principal Name:	Candae Ehler	
School Principal Email Address:	candace.ehler@bayardtigers.org	
School Mailing Address:	PO Box	
School Phone Number:	308-586-1211	
Additional Authorized Contact Person (Optional):	Jessica Nesbitt	
Email of Additional Contact Person:	jessica.nesbitt@bayardtigers.org	
Superintendent Name:	Rodney Olson	
Superintendent Email Address:	rodney.olson@bayardtigers.org	

Names of Planning Team

(include staff, **parents** & at least **one student if Secondary School**)

Titles of those on Planning Team

Parent

Administrator

Candace Ehler

Rodney Olson

School Information

(As of the last Friday in September)

Enrollment: 177

Average Class Size: 16
 Number of Certified Instruction Staff: 15
 Race and Ethnicity Percentages
 White: 76 %
 Hispanic: 19 %
 Asian: 1.5%
 Black/African American: 2.1 %
 American Indian/Alaskan Native: 3.7 %
 Native Hawaiian or Other Pacific Islander: 0 %
 Two or More Races: 4.7 %
 Other Demographics Percentages (*may be found on NEP <https://nep.education.ne.gov/>*)
 Poverty: 72.29 % Free/Reduced lunch
 English Learner: 1.49%
 Mobility: 6.27%

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

Confirm all Instructional Paras are Qualified according to ESSA.	X	Yes No

Date Reviewed: _____

The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

Please write a narrative in each box below to correspond to the Rating Rubric.

1. Comprehensive Needs Assessment

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> Our comprehensive needs assessment was completed by the entire Bayard Elementary staff in January of 2025, and facilitated by one of our ESU 13 partners. Teachers, paras, and other support staff gathered in small groups to discuss different sections. Parents were also involved in this process. We met in February to analyze results and chose areas to focus on. Initial reviews show that family and community engagement and teacher effectiveness are areas that we need to grow in. This will also be brought into the Continuous Improvement Planning process that we are building for the district. It will also be information that helps us guide a new Strategic Plan with our school board. As we continue to take the NSCAS Growth, our student scores have continued to improve. Being more familiar with the assessment and increasing our knowledge about the shift in standards has helped our teachers make adjustments to their instruction to ensure we are being effective. One of the major trends that we have seen is the increase
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in the number of students in our Special Education program. We also noticed that students who started school in our district in Kindergarten or first grade and have remained in our school district have had consistent growth. Students who moved into our school in grades 3-6 are not proficient and are slower to make improvements in ELA and Math. A large percentage of our 3-6 Special Education students have also transferred into our school in the last year or two. This is why our goals will be focused on growth, rather than proficiency so that each student, regardless of their RTI tier, will be challenged at an appropriate level. Bayard Elementary School teachers review data on a regular basis. This data includes behavioral, academic (grades, NWEA/NSCAS, STARS, DIBELS), stakeholder/families (MRA survey), CNA, and teacher input. Upon recent review, our building identified that continuing to improve our Tier 1 instruction so that every student is challenged and focus on the growth of every student. We know our community, in general, is at risk with a free and reduced lunch rate at 72 percent. We realize that the strategies we use can truly impact the lives of the students in our community.

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

Our school annually sends the Measurable Results Assessment through the Franklin Covey program that we are involved with, this data helps us determine the effectiveness of our Leader in Me implementation as well as navigate areas our community and staff would like us to go. Students, parents, and community members are asked to complete this survey. This provides information on staff leadership, student leadership, family and community engagement, supportive environment for staff and students, empowering teachers and students, and goal achievement. Our staff has also been through the CSI needs assessment tool through NDE, which has helped us gain an idea of our building level needs through data discussion surrounded by NSCAS, NWEA, and DIBELS) Bayard Elementary School developed a communication plan to gather information from parents on a regular basis about their individual students in their classroom.

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

Our main focus of school improvement is to provide instruction in small groups as often as possible. We continue to increase our use of student data during PLCs, where adjustments to Tier 1 and Tier 2 instruction are regularly discussed. The small size of our school helps to ensure that we get to know students individually and spend time reviewing their data regularly. Every class has an intervention period built into their schedule. This period provides additional instructional time utilized to meet the needs of every single student. Those needs can be addressed either in whole groups, small groups or individually. Every student has access to highly qualified teachers and paraprofessionals for their instruction. We track our goals according to our WIGs and CSI goal data.

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.*

With the adoption of HMH Into Reading, K-6 ELA teachers were trained with a Houghton Mifflin Into Reading coach. Bayard Elementary is continuing the work we have started with the University of Nebraska-Lincoln with the WORDS (Workshops on Reading Development Strategies) grant program in the Fall of 2023 and continuing for four years to dig deeper into the Science of Reading. We use mClass to document our DIBELS 8 progress, which gives us data that helps us to place students in proper intervention groups and monitor progress. Our WORDS Literacy Leader has also developed a 'Year at a Glance' document that identifies resources that correlate with Tier 1 instruction. Our school district has in place high-quality instructional materials with digital components for instruction, as well as the devices and infrastructure required to provide enough Chromebooks to be 1:1 in the elementary.

The Pathfinders after-school program partners with four Certified Teachers to run Homework Club on Mondays-Thursdays each week. This time is an opportunity for all of the students to get assistance with their work each day. Students can be referred to the Homework Club by the teacher because of missing work or they may also self-report, teachers can also recommend this as part of an MTSS intervention. Our MTSS team works to provide support for teachers with struggling students. After many efforts and ideas have been implemented, a student may be referred for testing for Special Education. MTSS team Meetings occur monthly One tangible that was addressed in addition to the instructional strategies identified, was that of poverty and students who were going hungry. Bayard Public School has a breakfast and lunch program every school day, and in addition to this, we have Hunger Free Heartland that offers take-home backpacks with food for weekends. We also have a free summer breakfast and lunch program that we coordinate with our summer school and summer reading programs to continue to address our students' needs. Information on these programs is in the attached documentation. Due to the fact that we have a high percentage of Special Education students, we have added a new Special Education Teacher position this year. This additional staff member reduces the overall caseload that our SPED department has and allows us to better serve the needs of our students on IEP's. Professional Development time is not just for certified staff. All PD offerings are available to PARA's as well as custodial and bus drivers. We believe that this helps us have a uniform approach to our school vision. We also have an additional 30 minutes intervention time into our schedule called Tiger Time. We also have student data binders in place to ensure that we are developing goals for all students and tracking their progress over time. New students are provided a mentor program as well. We monitor the effectiveness of these programs through the PLC process, formal communication planning, and through NWEA, DIBELS, NSCAS assessments, and classroom assessments.

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.

Bayard Elementary is continuing the work we have started University of Nebraska-Lincoln with the WORDS (Workshops on Reading Development Strategies) grant program in the Fall of 2023 and continuing for four years to dig deeper into the Science of Reading. Implementing researched practices in the Science of Reading (more information at <https://nebraskawords.unl.edu/>) along with standards alignment will ensure that

students are receiving consistent and quality instruction. We will be able to monitor growth and progress with several measures including NSCAS, NWEA, and Dibels 8 (mClass). Teachers will also be tracking standard mastery using these assessments as well as IXL. We already utilize high-quality instructional materials with Houghton Mifflin's Into Reading program (rated as meets requirements by EdReports), and interventions UFLI and Orton Gillingham.

All newly hired PARA Professionals undergo the Project PARA qualification program through UNL. Each PARA must take, complete, and pass each component required in order to obtain a Certification that meets the ESEA requirements for PARA Professionals to work in a Title I school. Currently, all school day and after-school staff have completed Project PARA through the course offered by the University of Nebraska. The documentation we will provide will include certification of completion certificates for several PARA's. All PARA Professionals are required to complete our job application and must have completed High School or a GED program. Staff development that we have included will show that we have all instructional staff participate in and log hours toward our school improvement goals. We have completed a lot of work in the area of standards alignment. We also have staff attending many leadership trainings through UNK, as well as our Franklin Covey Leadership coaching sessions which all staff are trained in.

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 Compacts are sent out along with our student handbooks and returned, filed and kept by our front office staff. This policy is discussed at our annual Title one event. We have an open house at the beginning of the school year where we share out family engagement opportunities and we also have a student showcase event in May.

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

Through survey input and involvement in our School-wide meeting parents, teachers, students, community members, and Board members are all involved in the update of our Title 1 Parent and Family Engagement Policy. It has been updated and incorporated into our student handbook to ensure each parent is informed of its content. The Board approved the new policy after the change in wording during the 2018 spring semester last year and continues to do that on a yearly basis.

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 1 Meeting took place on March 27, 2025, at our Elementary School Bingo Night. This event is an event that is well attended and we see a considerable number of parents and community members. During the evening, we have a Title One Presentation, the powerpoint that we use for the event is attached on our website. We utilize the night as a way to educate our community on our curriculum components and to showcase various leadership and educational experiences our kids have at Bayard. The annual meeting is a component of the night. Information is also available for families at our family events we hold several times throughout the year, some of them are included in the folder.

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>
A transition plan for students entering kindergarten that supports children and students has been developed and implemented in Bayard Public School in conjunction with the Special Education staff at our school. Currently, there are no private preschools in the Bayard community, but if one were started, then this procedure would apply to the private preschool as well. The activities we are doing at Bayard for all students include: kindergarten round-up, "Step Up Day" where preschoolers through third graders go to the next grade up and meet the teachers. During Kindergarten Roundup, all future Kindergarten students meet the teacher and play basic games that will be featured during center time. They have time to really get to know the Kindergarten teachers. The students and their families tour the entire building, visit the nurse, meet the office staff, and play on the big playground. Our Student Lighthouse members are responsible for touring new students as well as helping them navigate through their first few days of school.	
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>
Bayard Elementary School is a Pre K-6th-grade building, and our kids move across the street to Jr. High. Many of the staff members of specials including: Art, Computer, Library, Music, Band are shared staff members with the secondary. Our 4-6 grade is departmentalized to mimic the Jr. High to a lesser degree. Our second transitional plan is the incorporation of similar devices, students will be expected to navigate and turn in materials, and curriculum offerings in math and soon to be science. We utilize Google Classroom and editable documents in reading and other subjects that mirror the expectations of our 7th-grade teachers. Our curriculum in math is another area where we have seen a need to be consistent 6-12 so that all math instructors (and soon to be science) can help our middle-level students use the same materials. All sixth-grade students are paired with a 7th-grade student leader and shadow that student during their 7th-grade visitation day. Future 7th Graders also come to school one day before the rest of the student body in the fall for a student orientation session. At this session, they are given their schedules, shown where their classes are, and have a chance to meet any new classmates. Coaches will also be there to introduce the students to the first round of fall sports.	

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>
We have spent a considerable amount of time adjusting our schedule to meet the needs of all of our kids during the school day as well as beyond. In 2022, we adopted a new reading curriculum and devoted 90 minutes of blocked-out time in order to successfully fulfill the needs of our students in the area of reading. The breakfast in the classroom initiative was developed to impact our children's education during the school day as well. The idea is to meet the basic needs of food for all students instead of making breakfast an option that competes with morning recess. We also have "Tiger Time" devoted toward expanding our math curriculum 2 days per week and 2 days per week are devoted toward reading. Beyond the instructional day,	

we have also developed plans for extended learning opportunities. Our 21st CCLC is an integral part of these offerings. We partner with 4-H and the extension office to provide lessons in money management, cooking, painting, and even have a mentoring program as a result of this partnership. Our mentoring program uses funds from 4-H to hold family nights to showcase student initiatives like reading, manners, and the annual Christmas food drive. Homework club is also an option for all students Monday-Thursday each week. The club is ran by classroom teachers.

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.)*