Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education County District School Number in the table below.

Date of Review:	April 20, 2026	
District Name:	Ansley Public School	
School Name:	Ansley Elementary School	
County-District-**School** Number: xx-xxxx-xxx	21-0044-0000	
Grades **Served** with Title I-A Funds: *(PK is rarely served)*	K-6	
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.	X-Reading/Language Arts X-Math Other (Specify)_____	
School Principal Name:	Garrod Fernau	
School Principal Email Address:	gfernau@ansleyps.org	
School Mailing Address:	PO Box 370 Ansley, NE 68814	
School Phone Number:	308-935-1121	
Additional Authorized Contact Person (Optional):	Kristi Horn	
Email of Additional Contact Person:	khorn@ansleyps.org	
Superintendent Name:	Kim Jonas	
Superintendent Email Address:	kjonas@ansleyps.org	

Names of Planning Team *(include staff, **parents** & at least **one student if Secondary School**)*	Titles of those on Planning Team
Jessica O'Brien	Parent
Kim Jonas	Administrator
Kristi Horn	Title
Sheri Schirmer	Speech
Lora Jewell	Kindergarten teacher
Haley Varney	1st grade teacher
Tara Reed	2nd grade teacher
Kristi Ryan	4th grade teacher

School Information

(As of the last Friday in September)

Enrollment:	Average Class Size:	Number of Certified Instruction Staff:
Race and Ethnicity Percentages		
White: %	Hispanic: %	Asian: %
Black/African American: %	American Indian/Alaskan Native: %	
Native Hawaiian or Other Pacific Islander: %	Two or More Races: %	
Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: %	English Learner: %	Mobility: %

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

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

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

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

1. Comprehensive Needs Assessment

1.1	*Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction, and assessment decisions.*

Ansley staff and administrators closely monitor all student data in order to be current at all times with our student's needs. Data Digs take place several times per year. Ansley uses MAPS/NSCAS to monitor all students in grades K-11, 3 times per year in the areas of Reading, Language, Math, and Science. In addition, Ansley conducts Acadience testing as our reading universal screener three times per year for students in grades K-6. The NSCAS assessment is reviewed yearly. After each testing session, teachers and the MTSS team members meet to analyze and question the data and create plans for instruction. Students in K-3 who are identified as "at risk" will have a Reading Improvement Plan, enter into intervention programs and are progress monitored bi-weekly. Other elementary students in Grades 4-6 who are in need of an intervention will also receive small group interventions in reading or math. Every Friday, 2 teachers meet with the MTSS team to discuss student's progress, data and to create a plan of action for the next month of learning. Ansley staff reviews comprehensive needs assessment data and disaggregates it by the following subgroups: Free & Reduced lunch, gender, special ed, ethnicity, ELL and migrant students when enrolled in our school. School mobility rate is considered as well. The corresponding folder reflects Ansley Public School data, MTSS meeting schedules and Questioning the Data protocol.

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

Ansley Public School finished its five year cycle for school improvement in the spring of 2024 with an external team review. The school year, 2024-25, marked the beginning of a new school improvement process.
Listening lunches were launched year where members of the community were invited to come have lunch with the Superintendent and discuss happenings in the school, as well as provide input on needed changes and/or expansion of programming to meet needs of families.

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

Ansley “needs assessment” data is linked with the school improvement target goals and state standards, so that all students can reach high standards of achievement. This is identified in our CIP action plans, which include interventions, resources and professional development. Ansley’s CIP goal is: “All students will improve their mathematical skills”. Using i-ready all K-6 students receive online instruction and practice at their personal skill level. Teachers and students receive instant feedback; which allows for immediate reteaching when necessary. The high school participates in the IXL online math program as extra practice in addition to the regular curriculums. Strategies and interventions are still being implemented from the previous cycle and will continue to be a part of our school culture.

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.*

Ansley staff uses the assessment tools of Acadience Benchmark & Progress Monitoring, Dibels Deep, reading diagnostics, MAPS, NSCAS, classroom grades and teacher observations to determine if goals are being met. Research based instructional strategies, along with scientifically researched based reading curriculum, are implemented at the core classroom level, whereas others are provided for the at-risk population during interventions. Ansley Elementary has a variety of research based intervention materials and strategies from which to choose based on student needs: Reading Renaissance (Accelerated Reader), Sound Partners, Sound Partners Plus, Kindergarten Sound Partners, Rewards (2 levels), Rewards for Writing, Six Minute Solutions for Fluency, PALS Reading & Math, 6 Trait Writing, Write Tools, Stepping Stones, Step Up to Writing for Math, Language Mastery, Reading Mastery, Corrective Reading, Barton Reading & Spelling System, Lexia, IXL Math, i-ready math, Connecting Math Concepts, Building Academic Vocabulary, Explicit Instructional strategies to name a few. Speech and Title teachers have been trained in Livlely Letters. A few of these are parallel curriculums for Tier 3 students; some are used for both Tier 2 & 3. Many instructional strategies are used for all students in core instruction because they are best practices and pertain to school improvement goals. Each student, K-3, who qualifies for a Reading Improvement Plan, are administered further reading diagnostics in all five areas of reading. These diagnostics help drive the selection of the student's intervention programs. Students in reading interventions are progress monitored bi-weekly using Acadience Progress Monitoring tools and students in Language intervention are monitored 3 times per year using NLC. All parents receive notification letters if their child is receiving Title I services or has a Reading Improvement Plan. Monthly updates of their child's progress is sent home in a yellow folder with comments from the teacher. Parent/Teacher conferences are held twice per year to discuss student's progress. In addition, for students in the SAT process, SAT meetings are held with parents 3-4 times per year. APS has a HAL program for 3 levels: elementary, junior high, and high school. Equally important, Ansley closely monitors student's social/emotional needs. The school counselor meets with all classes Pre-K - 6th grade and utilizes the secondSTEP program, which emphasizes social/emotional learning as well as useful tools for academic achievement. The Preschool program the counselor uses is called KinderSocial Skills. The counselor also meets individually with students who are experiencing social/emotional issues or are in need of learning social skills. Some of the intervention programs that are used within the counseling program are Cognitive Behavioral Therapy, Behavioral Therapy, and Solution-Focused Behavioral Therapy techniques. An outside entity is donating the funds for a professional mental health practitioner to work with Ansley students as well. Our speech teacher uses a program PreK - 1 called Cultivating Character. Summer School is offered for Title I and Special Ed students, K-12. Ansley offers a Summer Library program for all students with engaging academic activities and open reading opportunities. Also, an after school program, called VIP Club, is optional for students on a daily basis. Students who attend VIP are given study time with helpful paraeducators available to answer questions and offer reteaching. VIP also provides after-school snacks and enrichment activities. Translation is provided as needed.

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.*

All Ansley Paraprofessionals are highly qualified and meet the ESEA requirements. All paras have college hours, associate degrees, or have participated in the Paraprofessional Training. All Paraprofessionals are required to participate in professional development activities sponsored by the school to support school improvement goals and student needs. In addition, Ansley paras attend ESU 10 Para Training in July. Ansley Public School administrators, staff and paraprofessionals adhere to the NDE Rule 10 /409.02 standard of Professional Development. Professional development is designed to enhance teaching skills and strategies pertaining to the goals of the school improvement plan in order to meet the needs of all students. All K-12 staff participated in eight professional development sessions pertaining to the PLC process. For the last decade, Ansley administrators have been diligent in requiring all staff to learn and implement the instructional strategies of APL and Adolescent Literacy Project. Our school instructional model and evaluation tools require adherence to these strategies of best practices. Professional development of Social/Emotional learning has taken precedence in the last couple of years. The staff are required to take the state mandated Suicide Training and insurance requires Vector Training for each staff member as well. Each staff member is required to create a student goal. This year, Ansley administrators led the staff through a couple of data trainings & digs with discussions regarding the results. In addition, Ansley's MTSS District team has undergone training by the Regional MTSS Director and in turn, the team is leading the staff through developing our MTSS procedures. Not only does the staff participate in planned professional development by the administrators, staff is also encouraged to take advantage of classes, conferences and workshops that would benefit them and their students in their respective fields of education and maintenance of current knowledge and skill processes within that field. The folder contains professional development documents pertaining to school improvement goal and proof of other workshops/conferences attended by our teachers.

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.*

Ansley parents and students are invited to contribute in the planning and implementation of the schoolwide Title I School-Parent Compact at the Title I Annual Meeting and review process; which is held during the Annual Open House. The School-Parent Compacts are handed out to all parents in their "family folder" upon arrival to the Open House. The document is introduced and explained in a large parent meeting. Then, all are invited to participate in a Title I Annual Meeting where a deeper review/development process takes place The compact is to be returned to the school after families discuss and sign at home and are kept on file for further review at parent meetings. Invitation to the Annual Open House/Title I Annual Meeting is put in the newsletter, school website and local newspaper. Translation is provided as needed. The folder contains documents showing the Title One Annual Meeting documents, Compact and sign-in sheet

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

Ansley parents and students are invited to contribute in the planning and implementation of the School wide Title I Parent & Engagement Policy at the Title I Annual Meeting and review process; which is held during the Annual Open House. The Title I Parent & Family Engagement Policies are handed out to all parents in their "family folder" upon arrival to the Open House. The document is introduced and explained in a large parent meeting. Then, all are invited to participate in a Title I Annual Meeting when deeper review/ development processes take place. Invitations to the Annual Open House/Title I Annual Meeting is put in the newsletter, website, and local newspaper. Translation is provided as needed. The folder contains documents showing the Title One Annual Meeting documents, Title I Parent & Family Engagement Policy and sign-in sheet.

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.*

Parents are invited to participate in the Annual Title I Meeting, which is held during our yearly Open House. Parents contribute to the planning and implementation of the schoolwide plan, School Parent-Teacher Compact and Title I Parent and Family Engagement Policy. The documents are given as handouts to all parents in their "family folder" upon arrival to the Open House. In a large meeting, these documents are introduced and explained. During the Title I meeting, all documents are discussed and reviewed. Kindergarten families and families new to our school are then introduced to our MTSS process, assessment routines and procedures and are taught how to read student progress reports. Explanation of Ansley's SAT program is introduced and communication between parents and teachers is encouraged. The folder contains Title I Meeting documentation, handbooks, Parent & Family Engagement Policy and the Compact.
Literacy activities are provided for families to participate in during our annual Science Fair Open House.

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).*

Each year, Ansley Public School invites appropriately aged children from the district to attend PreSchool Round Up. Parents and preschool aged children attend round-up to meet the teacher, play in the room and learn about the procedures and programs Ansley has to offer. Because Ansley has an in-house Pre-School, most children from our Pre-School have exposure to our school before coming to Kindergarten but we still host Kindergarten round up at the same time. The Kindergarten teacher meets with the parents to discuss Kindergarten readiness and Kindergarten expectations. At the Annual Open House, parents and children are invited to visit their teacher and classroom again. The Annual Open House affords all students, Pre-K through 6th grade, an opportunity to meet their new teacher and view their classroom before the first day of school. Families with students that are new to our school meet with the administration before the students begin their first day with us. They are given a tour of the school, appropriate documents explaining our programs offered, meet their teacher, class and any other probable teachers; such as, Special Ed, Speech Pathologist or Title I teachers. When a new student enrolls, the MTSS team meets to review the student's file. Once the new student is comfortable, the student is assessed using Acadience, Reading Renaissance and i-Ready Math to ascertain the student's skills. The MTSS team and classroom teachers meet to analyze the data and design intervention plans if needed. Translation is provided when needed.
At the end of each year we have transition meetings with teachers from 2 consecutive grades, the SPED teacher, speech teacher, and title teacher where we look at scores from the year and discuss any concerns we have about students.

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).*

Ansley staff changed the way we typically acclimate our 7th graders into the secondary school procedures and schedule. Ansley spent two years testing different approaches in preparing our students in order to help them be more successful with junior high expectations. Starting in the year 2021-2022, administration and staff moved the 6th grade classroom out of the elementary hall and placed them in the secondary hallway. They move to other teachers for the last to periods of the day giving them an experience of a middle school scenario. At the end of the year, 6th grade students are provided an orientation of middle school expectations. This orientation consists of a tour of the classrooms that will be new to them, the various new curriculum opportunities that will be afforded to them; such as, AG class and discussion of new expectations. Other portions of the orientation will consist of how the structure of classes will look different than that of elementary, information on the variety of extra-curricular activities that they can participate in, as well as where and how to seek help, whether that be from classroom teachers, the principal or the school counselor. They will have an opportunity to follow a bell schedule for a couple of periods and meet the middle/high school staff. At the beginning of the new school year, Ansley holds an Annual Open House where all students have another opportunity to meet staff and engage in conversation. When a student exits our school system in the middle of the year, all records, including Title I, 504 Plans and Sped information when necessary, are sent to the new school requesting the information. Many times we contact the new school to aid them and the student's transition into the new environment. Ansley high school provides several dual credit classes to help students transition into higher education once they leave our school. There are also several opportunities to attend Career Fairs and go on College Visits. We also have a JAG program geared toward students going into the work force.

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.*

As a result of the Ansley Elementary's universal reading screener and MAPS scores, groups are formed within classrooms and at-risk students are diagnosed and placed in appropriate interventions. These interventions are conducted during specified WIN Time (What I Need). It is possible for some students to receive even more intervention than what WIN time provides, especially if a student needs to receive further services from the Speech Language Pathologist, Physical Therapist, Occupational Therapist or Special Ed teacher. Students considered at-risk are progress monitored with Acadience materials weekly or bi-monthly, as well as other diagnostics used periodically when needed. Teacher meetings are held to examine the results and draw conclusions for the appropriate course of action. The Title I teacher, Speech/Language Pathologist, Special Ed teacher, and/or Paraprofessionals continue providing appropriate services to these students until goals are met. Keeping in line with our school improvement goal, all students K-8 are required to spend a minimum of 45 minutes per week in the i-Ready Math program, which provides online tutoring, practice and remediation of math skills. Other learning opportunities come from Ansley's in-house Pre-School Program. Pre-school is held five day per week as an all day program. Ansley implements a HAL program, keyboarding, Spanish, Art, Music and Physical Education programs for all PK-8 grades. Other opportunities for our elementary student's extended learning are the HERO's program, Summer School and Summer Library Program. In the morning, many students come for breakfast and also work on homework before class begins. Paras or teachers are available during this time to work with students. Also, the Spartan After School VIP Club program is directed and taught by a paraprofessional and extra help from a few high school students. They support children with their homework, provide snacks and other educational and fun activities until 6pm. One important aspect of extended learning time is the Second STEP program provided by our school counselor. This curriculum emphasizes social/emotional learning as well as useful tools for academic achievement. The folder contains information on all of these programs and random special events held during the year.

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.)*

N/A our district does not consolidate funds

Our district chooses to coordinate and integrate local/state general funds, federal funds (ESSA funds, National School Lunch funds) in order to meet our student needs and support student achievement"