

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*

Date of Review:	4/17/2026
District Name:	Kimball Public Schools
School Name:	Mary Lynch Elementary
County-District-School Number: XX-XXXX-XXX	53-0001-003
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 ☒ No
Summer school program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☐ Other (Specify) _____
School Principal Name:	Amanda Culek
School Principal Email Address:	aculek@kpslonghorns.org
School Mailing Address:	Mary Lynch Elementary 1000 E. 6th ST Kimball, NE 69145
School Phone Number:	(308)235-4696
Additional Authorized Contact Person (Optional):	Judy Walker
Email of Additional Contact Person:	jwalker@kpslonghorns.org
Superintendent Name:	Trevor Anderson
Superintendent Email Address:	tanderson@kpslonghorns.org

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Carrie Tabor Amanda Culek Denelle Klosterman Dane Wurdeman Jolie Dorrell Kelli Patterson Katie Fryda Sarah Lewis Cassady Malm Heidi Chesley Lani Heeg 	<u>Parent Administrator</u> K Teacher P.E. Teacher 4th Grade Teacher 1st Grade Teacher 6th Grade Teacher Guidance Counselor K-6 K Teacher SPED Teacher 3rd Grade Teacher

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 226	Average Class Size: 15-20	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 80.53 %	Hispanic: 12.83 %	Asian: 1.77 %
Black/African American: 0 %	American Indian/Alaskan Native: 2.21 %	
Native Hawaiian or Other Pacific Islander: .88 %		Two or More Races: 1.77 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 52 %	English Learner: 0 %	Mobility: 15.76 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	NWEA
DIBELS	
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	<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>
	Kimball students K-6th take the NWEA tests every fall, winter & spring. The 3-6th grade students take the NSCAS test in the fall, winter & spring every year. DIBELS benchmark tests are given to grades K-6 every fall, winter & spring. The DIBELS data is used to see who needs progress monitored & how often. Reading Plans for K-6 students are done for all students below the benchmark after each benchmark test. We analyze data & decide on plans to implement to improve the areas students are weak in through our professional development time & in-services. Data from DIBELS, NWEA & NSCAS are used to plan interventions for reading & math to be used during the intervention time each day.
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>
	The CIP surveys were sent by the school All-Call system & they were on the school website. Students were sent the survey through their school email or Rooms. The staff inform parents of the survey at Parent-Teacher Conferences & encourage them to complete it. The survey was also posted on Social Media and on the school website. At the Annual Meeting parents are able to give input & ask questions
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
	We have two goals for our Continuous School Improvement Plan. The first is by 2028 70% of 3rd-11th grade KPS students in Tier 2 or Tier 3 will show average growth in ELA scores, per cohort, as measured by ELA NSCAS, PreACT testing. The second is to improve transitions for students, staff, and parents by holding vertical meetings for teachers, aligning handbooks, enhancing communication, and surveying students.

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.</i>
	We have an MTSS team that has replaced the RTI team which meets once a month to discuss students at-risk & come up with strategies to help them. Monthly grade level meetings are also held. We send a letter to K-6 parents after each DIBELS Benchmark assessment on how their student did & we include a reading plan for those who did not reach benchmark. We have a full-time counselor at the elementary who has guidance classes for each class & meets with individual students. Intervention time for reading & math is scheduled every day & for every grade K-6th. We have occupational & physical therapists who come on a regular basis. We also have a full-time speech pathologist. We have a PBIS/MTSS team that meets regularly. Our professional development & in-services are all about improving student learning. We have an ELITE after school program for students K-6th. K-6th teachers also provide tutoring for students as needed. We also offer Professional Partners Regional Behavioral Health Life & Mental Health Counselor through ESU#13.

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.</i>
Our professional development is focused on our data and ways to improve our student learning. We have been focused on math fact fluency and ways to improve our reading instruction. We have one Friday each month that is dedicated to professional development. There are some full day in-services throughout the year. For example, the mid-winter conference held in February each year by ESU#13. The ESU #13 also provides workshops throughout the year and in the summer to address areas of need in the schools. Staff is required to meet professional growth requirements for the district.	

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.</i>
The school-parent compact is gone over and input provided at the Annual Meeting each year. Changes are made if decided upon. The school-parent compact is in the student handbook which is provided to parents at the beginning of the school year or when a student moves in to the district. There is also a Spanish version provided.	
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.</i>
The Title I Parent and Family Engagement Policy is reviewed and revised if necessary at the Annual Meeting held each year. There is also a Spanish version provided. The Parent and Family Engagement Policy is in the student handbook which is provided to parents at the beginning of the school year or when a student moves in to the district.	
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.</i>
An Annual Meeting is held during fall Parent-Teacher Conferences. Our Elite program hosts family nights monthly. There are 2 Family Engagement Nights held for students & their families, one in the Fall & one in the Spring	

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>
One of our CIP goals is to improve transitions for students, staff and parents by holding vertical meetings for teachers, aligning handbooks, enhancing communication, and surveying students. Every April a day is taken for PreK & Kindergarten registration. Parents fill out paperwork while their child/children do activities in the classroom to familiarize them with the school & classrooms. The Kindergarten RoundUp invitation is in the local newspaper & on Social Media. An Open House is held right before the start of school so students can meet their teachers, see their classroom & get familiar with the school if they are new to the district. A 7th Grade/New Student Orientation is held at the Jr/Sr High before the start of school. The parents of incoming 7th grade students receive a slide show presentation on information to help their child/children transition to Jr.	

High. On the first day of school activities are provided such as bouncy houses, games, ice cream, etc. for students by parents. Parents are able to register on-line. High school students mentor new students.	
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>
An Up-Shift day is held in May for the 6th Grade students. The 6th Grade goes to the Jr/Sr High for a day to become familiar with the school, teachers & their schedule. A 7th Grade/New Student Orientation is held right before the start of the school year to go over what the policies and procedures are, meet the teachers, see the classrooms & tour the school. The elementary attends 2 pep rallies at the Jr/Sr High to help bring all the students together. There are tunnel walks at the elementary for the football, volleyball, robotics teams, etc. to celebrate them. The elementary students participate in a Halloween parade to the Manor, Vista Villa & Jr/Sr High. The SpED instructor takes the 6th grade students to the Jr/Sr High to familiarize them with the school & their teachers & with the teachers who will provide summer services with them. The elementary Christmas program is held at the Jr/Sr High. The Jr/Sr High show choirs come to the elementary to perform. The 4-6th grades are part of the high school Veteran's Program held at the high school every year. The high school has teacher's assistants that come to the elementary on a regular basis to assist teachers and explore the teaching profession. There are 6th grade & Kindergarten graduation ceremonies. In the 2nd semester Juniors will mentor 6th grade students so prepare then for the fall school year.	

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>
There are scheduled intervention times for reading & math for grades K-6th during the day. Tutoring is provided for grades K-6 as needed. Teachers often work with students before or after school as needed. There is an after school program for students grades K-6th called Elite which helps with homework and provides activities for students. There are summer SpED services provided. There is an Elite Summer Camp & the local Library has a summer reading program for students. Grades 4-6th have a flex period in which staff may work with students in a small group or individually.	

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

7.1	<i>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.)</i>
Title I funds provide support for programs & activities. Psychological services, occupational & physical therapy services are contracted by the district as dictated by IEP's or Behavior team recommendations. ESU #13 provides support services in staff development, special education, Title I, etc. that assist teachers in improving student learning in core academic areas. Title I, Title IIA, Title IID, Title III, Title V, IDEA, SpED, State Aid & district levy funds are used to supplement reading interventions, materials/supplies, parent involvement activities, community involvement & professional development.	