Title I Schoolwide Plan

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

To complete text areas, click in grey box and type

District Name:	Rock County Public Schools
County Dist. No.:	75-0100
School Name:	Bassett Grade School
County District School Number:	75-0100-0006
Building Grade Span Served with Title I-A Funds:	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:	Nickie Ebert
School Principal Email Address:	nebert@rockcountyschools.org
School Mailing Address:	East HWY 20 Box 448, Bassett, NE 68714
School Phone Number:	402-684-3411 or 402-684-3855
Additional Authorized Contact Person (Optional):	Debbie Seberger
Email of Additional Contact Person:	dseberger@rockcountyschools.org
Superintendent Name:	Mark Otten
Superintendent Email Address:	motten@rockcountyschools.org

Confirm all Instructional Paras are Highly Qualified according to ESSA.	x Yes ☐ No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	xYes ☐ No

Updated: Jan 2, 2026

Names of Planning Team *(include staff, parents & at least one student if Secondary School)*	Titles of those on Planning Team
Mark Otten	Parent/
Nickie Ebert	Administrator
Debbie Seberger	Principal
Tamara Cosgrove	Title I Teacher/Parent
Rose Rowan	Reading Interventionist
Lauren Swanson	Kindergarten Teacher/Parent
Leah Hagan	Second Grade Teacher
_____	Community Member/Parent
_____	_____
_____	_____
_____	_____
	_____

School Information

(As of the last Friday in September)

Enrollment: 111`	Average Class Size: 16	Number of Certified Instruction Staff: 14

Race and Ethnicity Percentages		
White: 96.4%	Hispanic: 1.8%	Asian: 0%
Black/African American: 0%	American Indian/Alaskan Native: 0.9%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 0.9%	

Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 39%	English Learner: 0%	Mobility: 3.6%

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

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

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.*

Information from the Nebraska Education Profile, compiled by the Nebraska Department of Education, is used to analyze instruction and improvement efforts. Rock County Public Schools administer the NSCAS tests in the spring to grades 3-6 each school year. In addition, the Norm-Referenced test (NWEA/MAP) Growth is administered in the fall, winter and spring. Beginning fall 2025, Bassett Grade School began administering MAP Fluency, along with MAP Growth, to assess if students fell below grade level benchmarks in Reading. If the student was "Flagged", they would then receive an IRIP (Individualized Reading Intervention Plan). In the plan, evidence based intervention time would be outlined. MAP data is reviewed and any student that is not at level (below the 41st percentile) receives additional support from the Title I teacher or reading interventionist. Inservice meetings are held throughout the school year and time is frequently allotted to analyze data.

In addition, each spring semester, Rock County Public Schools sends a team to the ESU17 Data Dig. The team discusses and analyzes the data and brings it back to the rest of the staff. Staff discusses findings and modifies instruction where needed. While looking at the data, staff analyzes data and breaks results in subgroups to ensure we are meeting the needs of all students.

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.*

The Schoolwide Planning Team/Review Committee is formed each school year. The planning team consists of parents, teachers, a paraprofessional, a community member, and administrators. The Planning Team met during an inservice day prior to the first day of school. As the year progresses, the Title I teacher keeps in contact with the team members to gather input and adjust practices as needed.

During the spring semester of 2023, a new parent survey was conducted. The survey was created during a morning inservice with the input of all staff using a template from the Nebraska Department of Education as a guide. The parent survey was emailed to all parents and conducted using a Google form. Results were tabulated by staff at a morning teacher inservice.

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.*

Rock County Public Schools is currently in our fifth year of the Continuous Improvement Cycle. RCPS just completed our CIP (Continuous Improvement Program) external visit. In Spring of 2022, a new goal focusing on critical reading skills was collaboratively selected by the staff. The goal for Rock County Public Schools is as follows: All Rock County Public School Students will improve their reading through critical thinking by explicit instruction. Inservice time for staff is scheduled throughout the school year to work toward the continuous improvement goals and other areas of need.

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.*

In the fall of the 2025-2026 school year, Bassett Grade School implemented an online assessment program, MAP Fluency, as an additional reading screener to identify students that are not reaching benchmarks. The students are assessed in the fall, winter and spring and the results are broken down into tiers based on their overall reading and math skills. Thirty minutes has been implemented into classroom schedules in grades K-6. Groups are created based on assessment results from MAP Fluency and MAP Growth testing and focus on targeted skills that need additional instruction.

Interventions are provided for all students that are in need of remedial support. During the 2019-2020 school year, an additional half-time teacher was added to provide interventions in grades 4-6. The Title I teacher and the additional interventionists evaluate the data and collaborate with classroom teachers to provide additional support in the classroom, in small groups, or individually as needed. The Title I teacher and

Interventionists review and evaluate student data (K-6) to ensure that time is scheduled to provide remedial support to every student that is below level (below the 41st percentile) in reading.

The NebraskaREADS Initiative was enacted for the 2019-2020 school year. Rock County Public Schools uses MAP Growth and MAP Fluency as screeners. Individual Reading Improvement Plans are created for the K-3 students that do not meet the required threshold level. The Title I teacher uses evidence based Sonday, Corrective Reading and Heggerty as intervention programs for the targeted students. The students that are below the 41st percentile are also Progress Monitored. This information is then analyzed and used to adjust their intervention skills.

Each fall, spring and winter, the Title I teacher analyzes the MAP Data in Reading in order to monitor and identify any student that is below level or at risk of falling below level. The Title I teacher, in collaboration with the interventionists and classroom teachers, communicates frequently and monitors students in the lower percentile bands. Students that are not making adequate progress are referred to a Student Assistance Team using our MTSS plan. The team observes the student a number of times in different subject areas. The team then meets with the classroom teacher to plan for accommodations to best meet the student's needs.

Bassett Grade School also offers a summer program for two weeks every year. It is called BEEP (Bassett Education Enrichment Program). The attendance rate is over 60% of the K-6 students of Bassett Grade School.

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.*

Certified Employee Professional Development policy 409.1 states the importance of continued development of our teachers. Inservice time is scheduled throughout the school year. Data is regularly reviewed and discussed during Inservices. Data is also used to identify areas of need and then ESU17 staff is requested to provide professional development in the needed area during inservice time.

Online professional development is assigned throughout the year. Teachers are also continuously attending professional development conferences and workshops. In the school year of 2022-2023, our K and

First grade teachers completed LETRS classes through NeMTSS. The ESU staff provided instruction modules throughout the year. The modules focused on student support, explicit instruction, engagement, and differentiating. They also provided additional support for Science of Reading training, specifically for the grade school staff. In addition, new teachers are assigned mentors to support them as they progress through their first school year at Rock County Public Schools.

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.*

At the Schoolwide Planning Team Meeting at the beginning of the year, the School-Parent Compact was reviewed with the team and no changes were recommended. The compact was sent to families at the beginning of the school year for them to read, sign, and return. At the Annual Title I Meeting, the compact was again reviewed and discussed with parents. Parents were given the opportunity to suggest or recommend any changes.

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 Title I Parent and Family Engagement Policy was reviewed at the Schoolwide Planning Meeting held at the beginning of the school year. No changes were suggested. The policy was again reviewed at the Annual Parent meeting with no changes suggested at this time.

Parent-Teacher Conferences are held each semester of the school year. Parents are kept up to date on school activities on the school website and the downloadable app. As well as classroom teachers communicating information with parents throughout the year.

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.*

The annual parent meeting was held on January 15 , 2024. Invitations were sent to all parents, flyers were posted, and the event was posted on the school calendar and app. Among other agenda items, the Title I Parent and Family Engagement Policy was discussed and reviewed. The compact was also reviewed and parents were encouraged to make suggestions. Attending parents and staff members signed in at the meeting.

The Nebraska READS Initiative was discussed with parents. MAP Growth, NSCAS assessments, Interventions, and FastBridge were also discussed.

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).*

Rock County Public Schools has a preschool program that is across the hall from the kindergarten room. During the spring semester, the preschool students begin visiting the kindergarten room periodically. During the visits, preschool students are paired with kindergarten students to participate in activities, centers and cooperative learning.

Kindergarten Roundup is held each spring. Incoming kindergarten students visit the kindergarten classroom and partake in opportunities to learn and acclimate to the environment. An informational meeting for parents is held where different speakers (superintendent, principal, kindergarten teacher, secretary, school nurse and school librarian) provide information on the school's programs and requirements. Parents are given the opportunity to ask any questions they may have.

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).*

Each year, sixth graders had an orientation morning where they can go up to the high school to learn about classes. But in spring of 2022, the sixth grade teacher along with some junior and high school teachers held a Shadow Day for sixth graders so they could have a larger experience. For this day, the sixth graders were assigned a junior/high school student to shadow for the day. This allowed the sixth grader to experience a day up there and still have an older student that could answer their questions about classes and extracurricular activities.

RCPS has an advisor program in place to aid the students in transition between the elementary building to the 7-12 building. Ten teachers serve as advisors for ten to twelve students each. The advisors will continue throughout the student's high school years.

As the upcoming seventh graders are registering for classes, they are guided by the course description handbook. The handbook outlines the

required classes that students need to take each year in order to be on track for graduation.

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 Title I plan allows time for additional student support in math and reading. Additional instruction is either delivered individually or in small groups. A speech therapist, occupation therapist, physical therapist and school psychologist are contracted through the ESU. The speech therapist is in the building three days a week. The school psychologist is available one day a week. The physical therapist is available as needed. A hearing specialist and a vision therapist are also available as needed.

Rock County Public Schools has implemented MTSS and PBIS within our district. In addition to the Title I teacher, a part-time interventionist was hired for the 2019-2020 school year. Thirty minutes of intervention time has been scheduled into the school day for grades K-3. Thirty minutes of W.I.N. time has been scheduled for grades 4-6. In addition to interventions, the Title I teacher and the interventionists co-teach reading and math classes. Students that have been identified as being below benchmark are scheduled for individual evidence-based interventions.

As a component of MTSS, Bassett Grade School offers a summer enrichment program. BEEP (Bassett Education Enrichment Program) is held for two weeks during the summer and certified teachers are contracted to teach lower, middle and upper grade levels, reading, math, music, art and Spanish.

Additional programs and learning opportunities that are offered by the school include the following: After-School Running Club, Reading Challenge, Math Night, Literacy Night, BGS Buddies, Veterans Day Program, Spelling Bee, Back to School Night and Miles of Smiles.

Programs offered in the community include the following: North Central Youth Athletic Club Activities, Public Library Kids Club, Book Club, National History Day, Boy Scouts, Girls Scouts, 4-H, Fire Prevention Week and Missoula.

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

7.1	*Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)*