

Title I Schoolwide Plan Cover Page

Date of Review:	March 20, 2026	
District Name:	Harvard Public School	
School Name:	Harvard Elementary School	
County-District-School Number: xx-xxxx-xxx	18-0011-002	
Grades Served with Title I-A Funds: (PK is rarely served)	K-5	
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:	Michael Derr	
School Principal Email Address:	Michael.Derr@harvardcardinals.org	
School Mailing Address:	506 E North Street, Harvard, NE 68944	
School Phone Number:	402.772.2171	
Additional Authorized Contact Person (Optional):	Holly Derr	
Email of Additional Contact Person:	hderr@harvardcardinals.org	
Superintendent Name:	Michael Derr	
Superintendent Email Address:	mderr@harvardcardinals.org	

Submit Cover Page to (rhonda.wredt@nebraska.gov), at NDE Federal Programs Office by May 1st.

Names of Planning Team
(include staff, parents & at least one student if Secondary School)

Ms. Jeanie Pelotte
Mrs. Shelley Stone
Mrs. Whitney Kobza
Mrs. Holly Derr
Mrs. Roxana Magana
Mrs. Kate Potter
Ms. Lizzet Ledesma

Parent
Administrator

Community Rep / TeamMates Bd Member
School Board Member
ESU Consultant
Paraprofessional
Kindergarten Teacher
1st Grade Teacher / Parent
Reading Specialist / Parent
Paraprofessional / Interpreter / Parent
EL Coordinator/ Parent
Paraprofessional / Interpreter

(As of the last Friday in September)

Number of Certified Instruction Staff: 27

Asian: 0 %

American Indian/Alaskan Native: 0 %

Two or More Races: 4 %

Mobility: 14 %

(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

STAR/Accelerated Reader

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

Place documentation in corresponding folder on flash drive to support the narrative.

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>
All certified staff members (teachers and administration) have the opportunity to participate in a staff-wide data retreat facilitated by the ESU Professional Development team before each school year. This happens as part of our Inservice time right before school starts. They also take part in training during scheduled In-Service times each school year specifically targeted at disaggregating data. Those in attendance use their own student data from the previous year to analyze it for the purpose of planning instruction to address identified needs for the upcoming year. K-5 Staff and Specialists meet 3 times per year for Data meetings and more times for resource alignment. When they meet to review data, it is disaggregated on the basis of ELL status (ELL Coordinator is always present), Special Education status (SPED Director and SPED teachers are always present along with Deaf Educator when appropriate), migrant status, gender, ethnicity, and poverty. Data is shared and also displayed on Smart Board according to grade level with DIBELS data grouped into Strategic, Intensive and Benchmark. All staff members engage in discussion about the data and either the plan for meeting students needs or the current progress. Resources (interventions, Specialist support, Para-professional support, ability groupings, SAT Team referral, Administrative assistance, etc) are always discussed and aligned with the needs. This was part of our MTSS training to implement the Early Intervention in Reading (EIR) program at the K-3 grades. We aligned our work with Reading Curriculum, phonics and interventions with her guidance. As part of an ongoing effort, we contract with Joni Huebert (former public school Reading Specialist with extensive training / experience in this area) to coach and train our staff in EIR and Explicit Instructional strategies. All of this has carried over to our efforts with the Nebraska Reads Initiative and communicating with parents about the things we do to assist struggling readers. The emphasis at most Professional Development meetings (except ESU data retreats and Grade Level Data meetings) is not to focus on how to disaggregate data, but to use results and incorporate the data into educational decisions. These meetings happen frequently throughout the year on the K-5 level and are called Grade Level Meetings.	
1.2	<i>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.</i>
Each year parents are asked to complete a survey with regards to the school. This is done during our Spring Parent Teacher conferences where we have iPads at the entrance of our school. We greet all parents and invite them to complete the questionnaire. Questions are designed to help the school understand several things, such as: family involvement (do parents/guardians help students with homework), engagement (is the student putting forth effort to learn), school climate (is the school trustworthy/safe/inviting), meeting needs, etc. It also asks open ended questions to gather a wider variety of input (ie, What do you see as strengths of our school? What do you think needs improved at our school?) This survey was given during parent teacher	

conferences in the fall and a questionnaire link sent out via our school newsletter. Special efforts were made to encourage our non-English speaking population to share their input through surveys distributed in Spanish (available via program on iPad). In addition, our bilingual paraprofessionals and certificated staff assisted non-English speaking parents in completing the survey if needed.

In February 2026, a total of 93 parent surveys were returned with 37 of them from parents of Kindergarten through fifth grade students attending Harvard Public School. Some notable things from survey - the scores were based upon a scale from 1 (strongly disagree) to 5 (strongly agree) - all but one question averaged above a 4. We took this as a very positive response to our school and our efforts. The questions about academics, testing or communication from the school were all about 4.2 or higher. We did examine the results along with our test/assessment data at our data retreats.

Other input is gathered during our Community Coffee times. Once a month we host a meeting for patrons to come in and see some things and discuss what is going on at school. We frequently have one or two board members in attendance at these meetings. This data is gathered informally, but is also shared with our staff and board.

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 data was looked at from different perspectives including different groupings to provide a better understanding of the results. K-5 teachers met several times throughout the year to discuss student progress with 3 of those meetings specifically planned for data analysis. Assignments for reading groups, support staff, Specialists and interventions are all adjusted after each meeting when the need is evident. On a district level, the School Improvement Team meets each summer to compile test results and other data. Then they also analyze the data and input from school groups (curriculum groups, Grade level Groups, etc). All of this guides the Professional Development planned for the following year as well as tracking progress made or changes needed with regard to our School Improvement Plan.

The SIP Committee also meets quarterly to check on progress and make sure PD is aligned to the goals. All staff members take part in the PD that follows from these meetings.

An external visitation was held in the Spring of 2024 as part of the 5 year School Improvement Process cycle.

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 After School Academic Program (ASAP) was initially developed to assist students struggling with class work after school. It has transitioned to a session during our lunch period. The 4th and 5th grades participate in a modified version of our ASAP program to help them progress academically and to prepare them for the upcoming expectations in Middle/High School. When needed, after school study times are also arranged on an individual basis for K-3 students. Either a paraprofessional or teacher will stay after school with a student to give them additional support. A copy of a teacher's ASAP google doc is included.

Our Student Assistance Team (SAT) is ever working 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.

One intangible that was addressed in addition to the instructional strategies identified was that of poverty and students who were going hungry. Harvard Public School has a breakfast and lunch program every school day and in addition to this we have community groups that offer take home back packs with food for weekends. We also have a free summer 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. Starting in the Fall of 2020 (through the present time), Harvard Public School qualified for the Community Eligibility Provision which allows all students, regardless of economic status, to have free lunch and breakfast.

Big Brothers / Big Sisters (now Mentoring Works) is an active program at our school that partners older kids with younger ones in an effort to give them someone to look up to. We also have an active TeamMates mentoring program with community adults meeting with students on a weekly basis.

Due to the fact that we have a high percentage of Special Education students (typically 25% per year) we have scheduled Special Education collaboration meetings. A need for time to have Special Education staff members work together and to have access to others (Para-professionals, regular education teachers and other support personnel) has greatly enhance our efforts to help our students. Training for those support people in the areas of NeSA testing accommodations has already taken place.

Professional Development time is not just for certified staff. Our PD time is structured with all district employees for at least 15 minutes, then Para-professionals and teachers usually split off into two groups for specialized PD. There are times with these groups have collaborative PD time when the topic permits.

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.

Harvard administrators, teachers, and paraeducators who impact student learning in grades K-12 participate in high quality and on-going professional development. The staff continues to participate in professional development opportunities offered by The Professional Development Team at Educational Service Unit #9. Professional development activities will continue, both on-site and off-site during up-coming academic years. Many of these professional learning opportunities support improvement as identified in the school improvement and schoolwide plan.

Specific plans are developed collaboratively through input from Grade Level Meetings, the Annual Schoolwide meeting, Assessment results analysis, external input from ESU staff and professional development contractors. The administration collectively plans the professional development structure for each year. This past year an emphasis on internal strengths was utilized via a Peer Coaching Model (see attached document) where each teacher was strategically placed within a small group. New teachers were also paired with Lisa Smith, Professional Development consultant and Hastings College Professor serving as an Instructional Coach. During group work, it was designed to facilitate direct observation and work with current effective teacher practices.

In end of the professional development year feedback, collaboration time was indicated as the most important aspect of our efforts this year. Teachers have time to work together on identifying student needs, aligning resources and tying it all together to come full circle back to the objectives (standards) they had set out at the beginning of the year.

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.*

Through survey input and involvement in our Schoolwide meeting parents, teachers, students, community members and Board members are all involved in the update of our Compact. It has been incorporated into our student handbook to insure each parent is informed of its content. Our student handbook requires a parent/guradian to sign it signifying they have read it and understand its contents.

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.*

Through survey input and involvement in our Schoolwide 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 insure each parent is informed of its content. Our student handbook requires a parent/guradian to sign it signifying they have read it and understand its contents.

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.*

Each year right before school starts, Harvard Public School holds a "Back to School picnic" inviting the entire community (see attached Back to School Picnic document). As part of this event, we also held our annual Title 1 Schoolwide meeting (agenda attached). The event usually takes place at the school where we also provide a meal and invite everyone to tour the school, meet new staff and take part in the Title meeting. This past year it was held on August 11th and we also had a follow up for Spanish speaking parents in our lunch room. This was led by our bilingual staff and they covered everything that was shared previously. As the Superintendent, I attended and at the end answered several great questions.

We also have Family Literacy nights (SF^2) and recently have held many student-parent nights devoted to increased communication and advanced educational planning (mainly ELL meetings with non-English speaking parents).

Bilingual para-professionals and certified staff members are always on duty at such events to make sure all parents are able to participate fully with minimal language interference.

Our Mutlicultural Parent Association has been developed over the past couple of years and involves non-English speaking parents in a role to become involved and support the school. This group has many meetings and organizes many things to support our school.

Our goal for parent attendance at Parent Teacher's conferences is always 100%. We have met this goal for the past 8 years. Conferences are scheduled and if there is a parent that is not able to make it to our schedule conference, we schedule another meeting at a time when they can meet. Another aspect of our encouragement of attendance at PT conferences is we have our students promote it and they are rewarded

with a book fair coupon if their parents do come to conferences. We again followed up with any parent not taking part during the regularly scheduled times so we had 100% contact with every family!

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).

A transition plan for students entering kindergarten that supports children and students has been developed and implemented in Harvard Public School in conjunction with the Special Education Preschool located in the Harvard Public School Building. In addition, a written plan is in place to transition students from the Head Start Program located in Clay Center. Currently, there are no private preschools in the Harvard community but if one were started then this procedure would apply to the private preschool as well.

Preschool teachers, kindergarten teachers, and parents are part of the development of an individualized plan for each student. Each plan may include a portion or all of the following activities depending upon student need. These activities include: kindergarten round-up, kindergarten teacher visits to the preschool setting, student kindergarten visitation with other students in attendance, preschoolers eating lunch with the kindergarteners, and meetings with preschool staff, kindergarten staff, and family.

Harvard Public School has a transition plan in place for Homebase Special Education students (spring playgroups and ability to attend summer school before their first year of preschool). There is also a transition plan in place for preschool students getting ready to enter Kindergarten (Roundup, transition meetings, summer school, etc).

During Kindergarten Roundup all future Kindergarten students go with the current Preschool teacher to do several activities that they will do next year. They go through the lunch line, check out books, use the restroom, tour the entire building, visit the nurse, meet the office staff and play on the big playground equipment. They spend some time in the Kindergarten room taking part in some mock classroom activities with the Kindergarten teacher.

Special needs are also met on an individual basis. For example, we have one student that has a special transition plan due to his unique needs. He is currently going to Preschool during the morning and Kindergarten in the afternoon. This has afforded him the opportunity to become somewhat familiar with the Kindergarten routine so next year full day Kindergarten will be easier on him.

At the first parent teacher conferences of the Kindergarten year, parents are asked about the transition and input is noted to make continued improvement efforts.

New students that enter during the school year will meet with the classroom teacher outside of the school day to get a tour of facilities, get to know the room and spend a little time with the teacher in order to make the transition a smooth experience. Peer buddies are assigned so the student can get to know one other student immediately and have someone they can reach out to when they have a question or need something (like how to get to the next class or where to get in line for lunch). All new students also watch an introductory video with lifelike avatars of our Principal and Assistant Principal going over the rules and expectations.

We also host an Open House after our Back to School Picnic with a New Student Orientation (flyer attached).

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).

To prepare student to enter Middle School, the 4th and 5th grades are configured to facilitate more leadership by the students and movement between classrooms. Those students in 5th grade spend a day going through a typical day in the life of a 6th grader during the last couple of weeks of the year. Sixth grade students still have a homeroom teacher and keep their materials in a cubby but they do move from classroom to classroom.

Sixth Grade students have a 6th Grade Orientation before school starts on the night of our "Back to School picnic" every year. The principal goes over the changes for the year, lockers, extra curricular activities and higher academic expectations. This orientation includes a tour of the middle school / senior high school portion of the building, following a sixth grade schedule, as well as meetings with parents to discuss grade requirements and needs.

Interpreters/paraprofessionals are on staff at Harvard school to facilitate communications, which supports transitional processes with Spanish speaking families. Regular contact is maintained between staff and families to assist with questions that may arise.

New students that enter during the school year will meet with the classroom teacher outside of the school day to get a tour of facilities, get to know the room and spend a little time with the teacher in order to make the transition a smooth experience. Peer buddies are assigned so the student can get to know one other student immediately and have someone they can reach out to when they have a question or need something (like how to get to the next class or where to get in line for lunch). All new students also watch an introductory video with lifelike avatars of our Principal and Assistant Principal going over the rules and expectations.

Our guidance counselor takes each grade 8th - 11th on college campus visits as provided by the EduQuest Foundation. They take turns visiting, CCC-Hastings, Hastings College, SCC-Milford, SCC-Lincoln, UNK and UNL. Small groups of students often will go visit Wayne State College or Doane University or other colleges of interest.

The Special Education Department starts the conversations early with students and parents. Typically in 7th or 8th grade there is discussion of what the student might want to do after High School. This varies from college / community college to other specialized programs (Job Corps, Project Search, 18+ Program, etc) to help with the transitions from High School to life after High School.

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 After School Academic Program (ASAP) was initially developed to assist students struggling with class work after school. It has evolved into a session during our lunch period. See the attached documentation for further explanation. 4th and 5th grade participate in a modified version of this so as to prepare them for the upcoming expectations. When needed, after school study times are also arranged on an individual basis for K-3 students. Either a paraprofessional or teacher will stay after school with a student to give them additional support.

Grade Level Meetings, SAT meetings and other teacher meetings are utilized to discuss ASAP progress and other student achievement issues.

Summer school for K-5 students is scheduled on a teacher nomination basis and runs cooperatively with our Free Summer Lunch Program. We also provide transportation wherever needed.

Additional support for struggling students is provided by our Reading Specialist and / or paraprofessionals trained to do interventions and other support programs.