Niobrara Public Schools

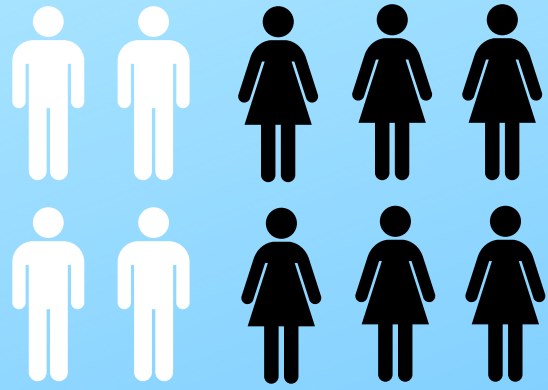## 2019-2020

Annual Report

247 N. Hwy 12, Niobrara, NE 68760

402-857-3322

www.niobraraschools.org

2019-2020

STRATEGIC PLANNING GOAL

All student will demonstrate improved academic performance on grade level achievement tests.

STUDENT DEMOGRAPHICS

226 student enrollment
75% participation in free/reduced lunch program

2019-2020

STUDENT ETHNICITY

57% American Indian
1%Asian
2% Hispanic
35% White
5% two+ races

SCHOOL BOARD MEMBERS

Gerald Kemp, President
Brian Stark, Vice President
Orvil Holz, Secretary
Ward Adema, Treasurer
Leon Klug, Member
Matt Moody, Member

Graduation Rate

94%

Mobility Rate

10.33%

22 students were mobile

MULTI TIERED SYSTEM OF SUPPORT

MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based, problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic and behavioral/social-emotional instruction and intervention that is matched to student needs in alignment with educational standards.

Rationale for Implementation of MTSS in our District In order to meet the needs of ALL students, evidence based instruction, early intervention supports, and enrichment is needed to deliver targeted support effectively and efficiently through a systematic process. Implementation of MTSS allows administration, teachers, interventionists, and parents/guardians to work collaboratively in closing the learning gap through problem solving and data based decision making up a description of our process.

SCHOOL IMPROVEMENT GOAL

By May 2023, 50% of students in grades 3rd-8th will meet grade level proficiency in Mathematics as measured by the Nebraska Student-Centered Assessment System (NSCAS).

By May 2023, 60% of students in grades 3rd-8th will meet grade level proficiency in Language Arts as measured by the Nebraska Student-Centered Assessment System (NSCAS).

By May 2021, 100% of students in grades K-12th will participate in Social Emotional Learning (SEL) curriculum taught with fidelity as measured by classroom observations.

Special Education

22% of the student body qualifies for special services.
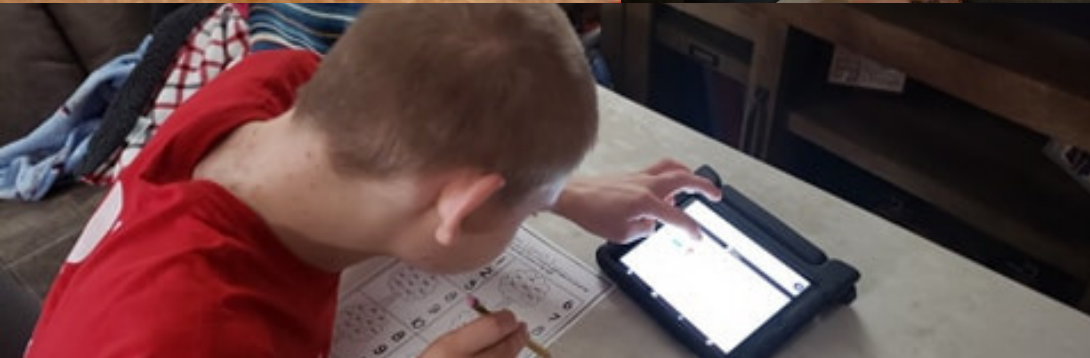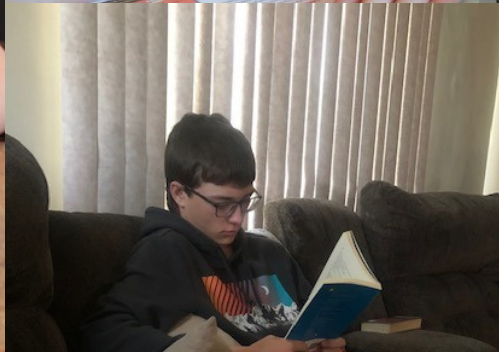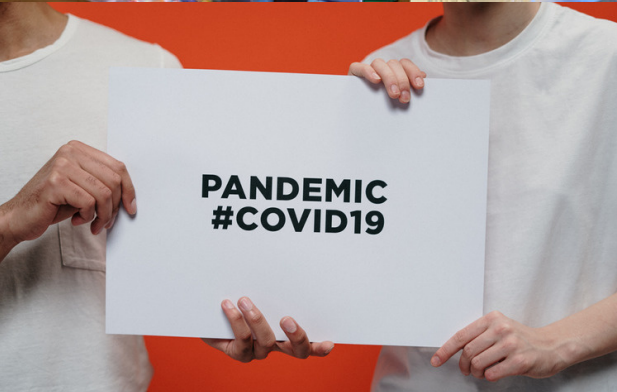
GRANTS

NCATE Demonstration Grant
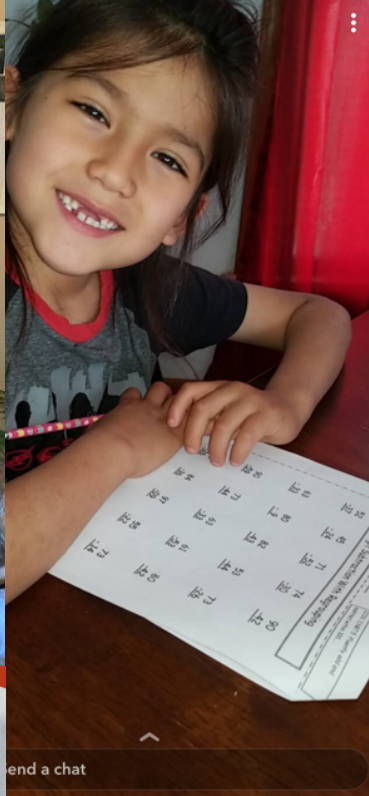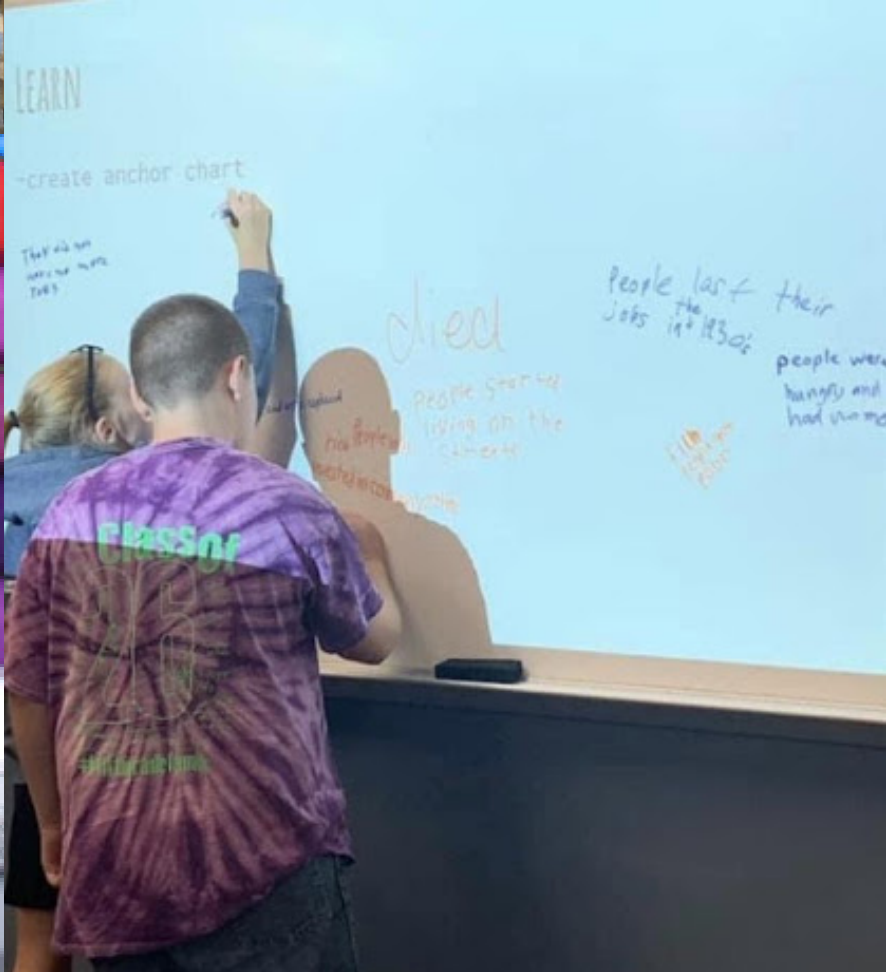
Award $2.7 M

School Climate Transformation Grant Award $3 M

Comprehensive School Improvement Grant $362,151

PANDEMIC
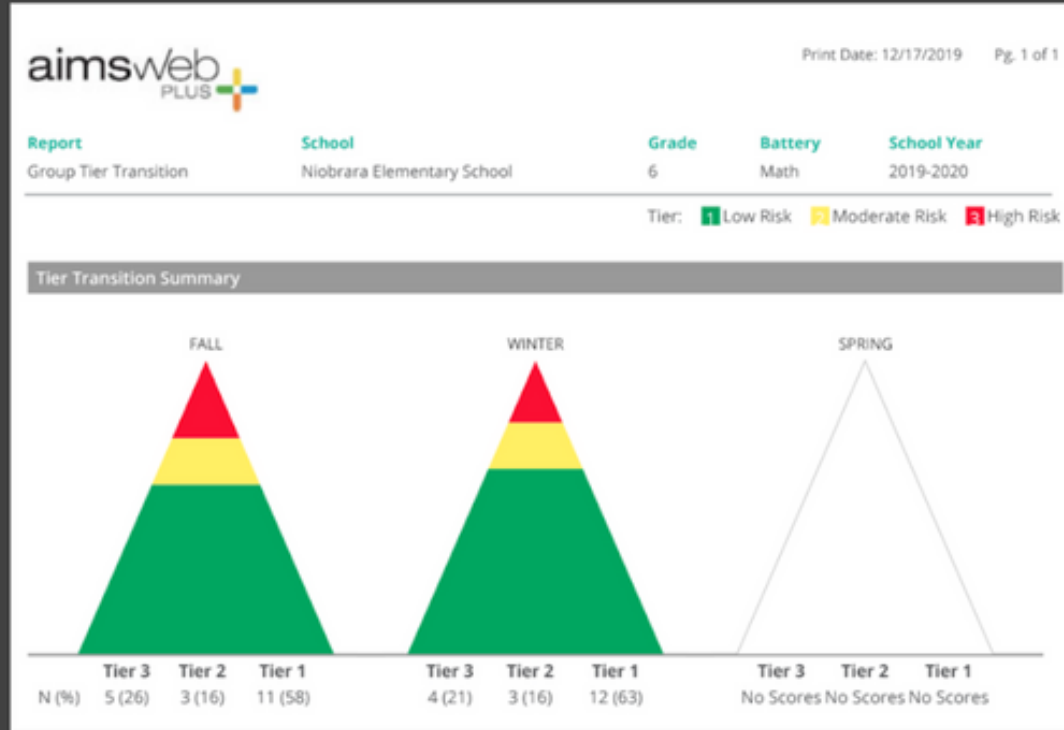#COVID19

LEARN
-create anchor chart
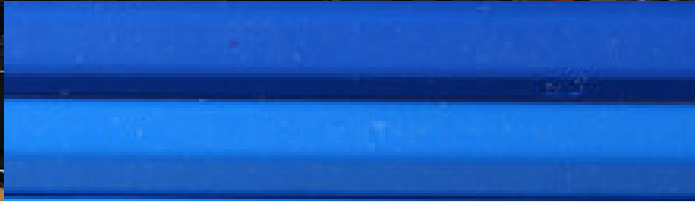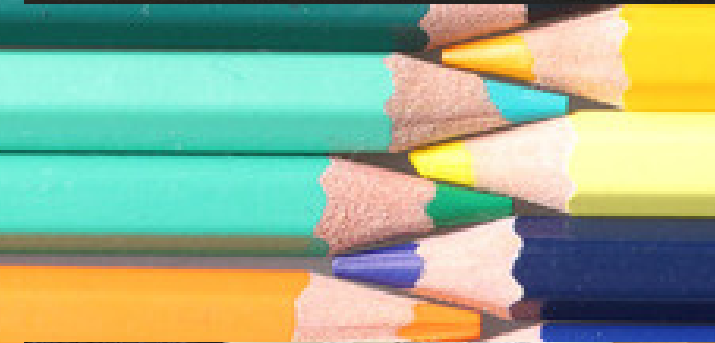
Goal 1: What were 6th grade math baseline data points and what growth was shown?

In 6th grade, with a class size of 19, our Math Tier Transition Report showed our 6th graders have progressed from the fall.

One student moved from Tier 3 to Tier 2 and one student moved from Tier 2 to Tier 1 for a total of 12 students in Tier 1 compared to 11 in the fall.

Through the use of our core resource, Ready Math, we will utilize the iReady diagnostic results and materials to develop an individualized learning plan (at their instructional level) for students identified at Tier 3.

Tier 2 will continue to receive a 30 minute/day intervention with Corrective Math but will intensify that intervention by adding in additional time on their iReady individualized path (at their instructional level).

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Print Date: 12/17/2019   Pg. 1 of 1

Report	School	Grade	Battery	School Year
Group Tier Transition	Niobrara Elementary School	6	Math	2019-2020

Tier: 1 Low Risk   2 Moderate Risk   3 High Risk

Tier Transition Summary

FALL   WINTER   SPRING

N (%)	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
	5 (26)	3 (16)	11 (58)	4 (21)	3 (16)	12 (63)	No Scores	No Scores	No Scores

Goal 2: What were 6th grade reading baseline data points and what growth was shown?

In 6th grade, with a class size of 19, the Reading Tier Transition Report showed our 6th graders have progressed from the fall.

We still had no students in Tier 3, two students moved from Tier 2 to Tier 1 with a total of 17 students in Tier 1 compared to 15 in the fall.

This leaves the 6th graders with 89% of the class in Tier 1, which is a good indicator that the core and interventions we have in place are working.

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Print Date: 12/18/2019   Pg. 1 of 1

Report	School	Grade	Battery	School Year
Group Tier Transition	Niobrara Elementary School	6	Reading	2019-2020

Tier: 1 Low Risk   2 Moderate Risk   3 High Risk

Tier Transition Summary

FALL   WINTER   SPRING

| N (%)	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
	No Scores	4 (21)	15 (79)	No Scores	2 (11)	17 (89)	No Scores	No Scores	No Scores

Goal 1: What were 7ᵗʰ grade math baseline data points and what growth was shown?

In 7th grade, with a class size of 17 students, the Math Tier Transition Report indicated that 4 students moved from Tier 3 to Tier 2.

Tier 1 improved from 7 students in the fall to 9 students (41% to 56%).

Tier 2 will continue to receive a 30 minute/day intervention with Corrective Math but will intensify that intervention by adding in additional time on their iReady individualized path (at their instructional level).

Through the use of our core resource, Ready Math, we utilize the iReady diagnostic results and materials to develop an individualized learning plan (at their instructional level) for students identified at Tier 3.
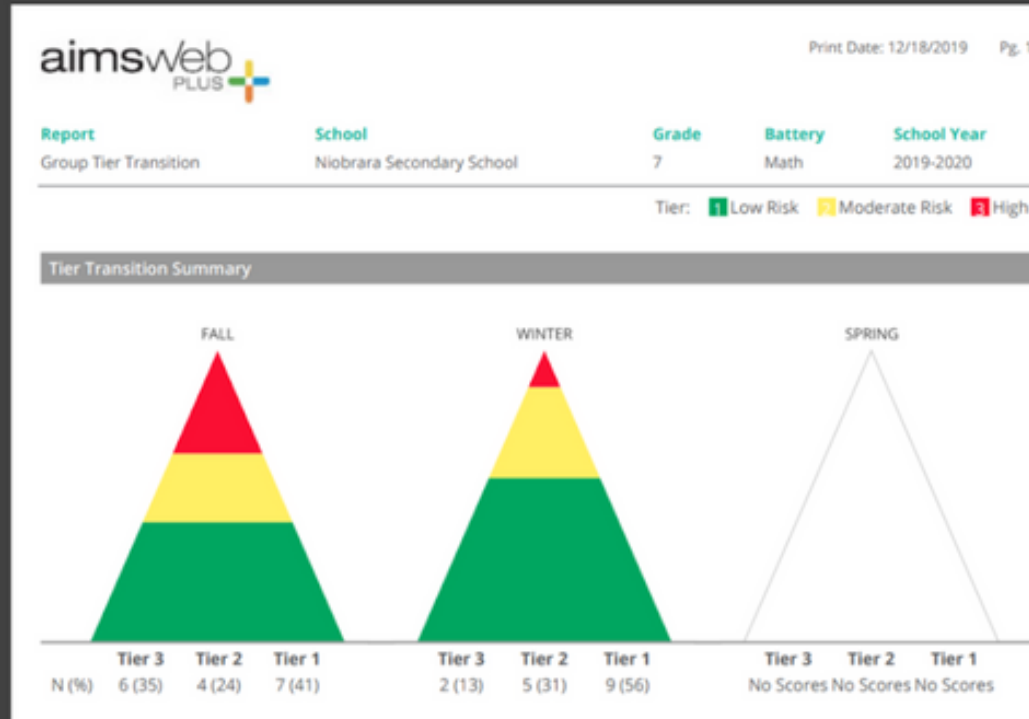

Goal 2: What were 7ᵗʰ grade reading baseline data points and what growth was shown?

• In 7th grade, with a class size of 17 students, the Reading Tier Transition Report indicated that 2 students have moved from Tier 3 to Tier 2, and Tier 1 is maintaining at 75%.

• Interventions aren't currently in place for students in Tier 2

• 2 students in Tier 3 received alternative ELA resources using Adventures in Language and interventions in Sound Partners and Corrective Reading Comprehension. The other student remained in the ELA classroom with supports in place.
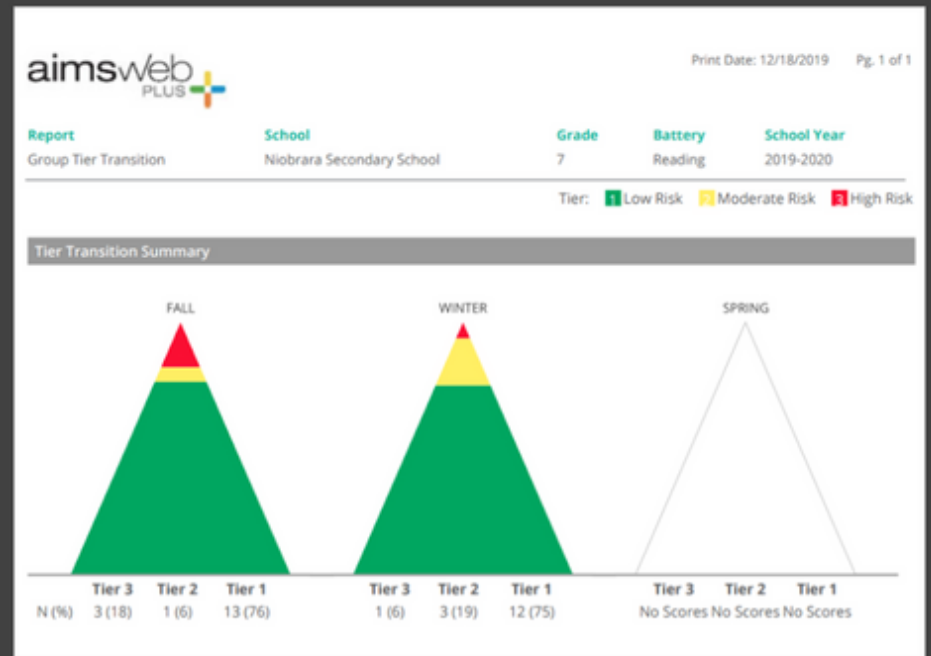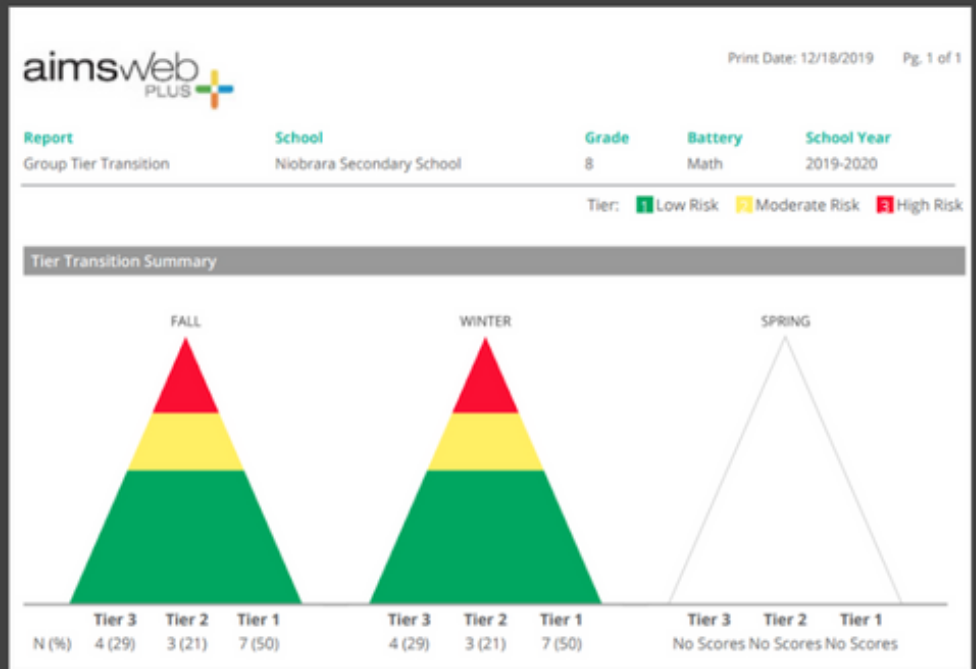
Goal 1: What were 8th grade math baseline data points and what growth was shown?

In 8th grade, with a class size of 14, the Math Tier Transition Report revealed that students are maintaining. Tier 1 remained the same with 7 students at 50% and the remaining 50% comprising Tiers 2 and 3.

Tier 1 will continue to receive a 30 minute/day intervention with Corrective Math.

Tier 2 will continue to receive a 30 minute/day intervention with Corrective Math but will intensify that intervention by adding in additional time on their iReady individualized path (at their instructional level).

Through the use of our core resource, Ready Math, we will utilize the iReady diagnostic results and materials to develop an individualized learning plan (at their instructional level) for students identified at Tier 3.

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Print Date: 12/18/2019   Pg. 1 of 1

Report	School	Grade	Battery	School Year
Group Tier Transition	Niobrara Secondary School	8	Math	2019-2020

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

Tier Transition Summary

FALL

WINTER

SPRING

	Tier 3	Tier 2	Tier 1		Tier 3	Tier 2	Tier 1		Tier 3	Tier 2	Tier 1
N (%)	4 (29)	3 (21)	7 (50)		4 (29)	3 (21)	7 (50)		No Scores	No Scores	No Scores

Goal 2: What were 8th grade reading baseline data points and what growth was shown?

• In 8th grade, with a class size of 14, the Reading Tier Transition Report revealed that students in Tier 3 have remained the same with 3 students (21%), 1 student moved from Tier 2 to Tier 1, leaving Tier 1 improving from the fall percentages of 50% to 57%.

• Interventions aren't currently in place for students in Tier 2 and 3. These students remained in split ELA classrooms with a class size of 7 and a para offering support for the first semester.
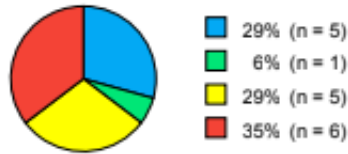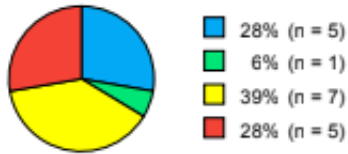
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Report	School	Grade	Battery	School Year
Group Tier Transition	Niobrara Secondary School	8	Reading	2019-2020

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

Tier Transition Summary

FALL

WINTER

SPRING

	Tier 3	Tier 2	Tier 1		Tier 3	Tier 2	Tier 1		Tier 3	Tier 2	Tier 1
N (%)	3 (21)	4 (29)	7 (50)		3 (21)	3 (22)	8 (57)		No Scores	No Scores	No Scores

Status Report

acadience
data management

Acadience Math

Beginning of Year
Math Composite Score

Middle of Year
Math Composite Score

End of Year
Math Composite Score

Kindergarten

- 28% (n = 5)
- 6% (n = 1)
- 39% (n = 7)
- 28% (n = 5)

- 29% (n = 5)
- 6% (n = 1)
- 29% (n = 5)
- 35% (n = 6)

Not tested yet.

First Grade

- 26% (n = 5)
- 21% (n = 4)
- 47% (n = 9)
- 5% (n = 1)

- 42% (n = 8)
- 32% (n = 6)
- 21% (n = 4)
- 5% (n = 1)
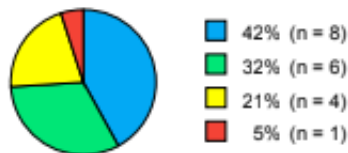
Not tested yet.

Second Grade

- 26% (n = 5)
- 26% (n = 5)
- 11% (n = 2)
- 37% (n = 7)

- 13% (n = 2)
- 6% (n = 1)
- 50% (n = 8)
- 31% (n = 5)
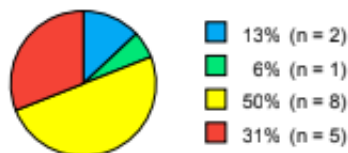
Not tested yet.

Third Grade

- 40% (n = 6)
- 0% (n = 0)
- 27% (n = 4)
- 33% (n = 5)

- 27% (n = 4)
- 27% (n = 4)
- 13% (n = 2)
- 33% (n = 5)
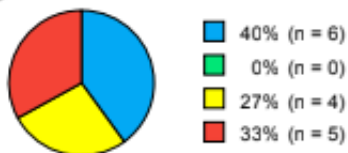
Not tested yet.

Fourth Grade

- 18% (n = 2)
- 18% (n = 2)
- 36% (n = 4)
- 27% (n = 3)

- 36% (n = 4)
- 18% (n = 2)
- 18% (n = 2)
- 27% (n = 3)
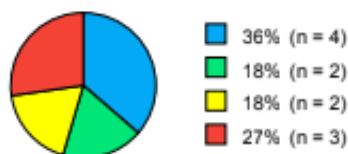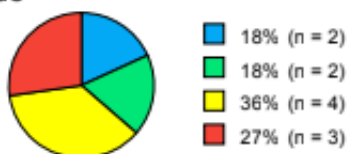
Not tested yet.

Fifth Grade

- 38% (n = 9)
- 4% (n = 1)
- 21% (n = 5)
- 38% (n = 9)

- 61% (n = 14)
- 13% (n = 3)
- 13% (n = 3)
- 13% (n = 3)

Not tested yet.

2019-2020 All Grades Status - DIBELS Next - Former Goals
District: Niobrara Public Schools

CTL Center on Teaching & Learning
UO DIBELS Data System
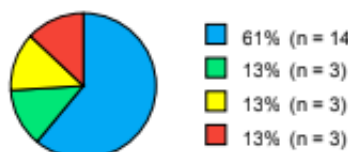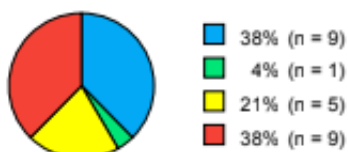
Grade	Beginning	Middle	End
K	n=18 11 (61%) 2 (11%) 5 (28%)	n=17 9 (53%) 2 (12%) 6 (35%)	No students with data.
1st	n=20 0 (0%) 1 (5%) 19 (95%)	n=19 0 (0%) 1 (5%) 18 (95%)	No students with data.
2nd	n=19 1 (5%) 1 (5%) 17 (89%)	n=16 3 (19%) 3 (19%) 10 (63%)	No students with data.
3rd	n=15 1 (7%) 2 (13%) 12 (80%)	n=15 2 (13%) 1 (7%) 12 (80%)	No students with data.
4th	n=11 2 (18%) 2 (18%) 7 (64%)	n=11 2 (18%) 1 (9%) 8 (73%)	No students with data.
5th	n=24 0 (0%) 4 (17%) 20 (83%)	n=23 0 (0%) 2 (9%) 21 (91%)	No students with data.
6th	No students with data.	No students with data.	No students with data.
All	n=107 15 (14%) 12 (11%) 80 (75%)	n=101 16 (16%) 10 (10%) 75 (74%)	No students with data.

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support
Results Based On DIBELS Composite Score