Callaway Public Schools

"Creating Positive Stories"

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March 31, 2025

SuperIntendent's Corner

One Goal, 710I it is posted all over the school this Spring, but what does it mean? Our admin team, with the help of a group of teachers, has set a testing goal for the kids. We are shooting to raise our aggregate scores for NSCAS English Language Arts, NSCAS Math, NSCAS Science, and Junior ACT 710 points from the winter assessment scores. This goal makes us one team and encourages all of our students to put forth their best effort on the spring assessments that are reported to the state department of education. These scores, along with things like attendance records, special education population, discipline reports, and other demographics, create our educational profile. If you are interested in where our school ranks, it can be found at the following link:

https://nep.education.ne.gov/%23/proffles/district/snapshot?agencyId=21-0180-000&dataYears=20232024

Every school has a unique footprint and we are very proud of the work that our students and teachers have put in to make us who we are. Here is the part that most people don't understand though...while the score is important, it isn't nearly as important as the effort. The goal of schools has always been to prepare students for future success and the two factors that have the greatest correlation to future success are dependability and effort. Are you in school every day? If you are, then you will be the worker that always shows up. Pat Summit, former Tennessee women's basketball coach, once said 90% of the work that gets done in this world is done by people who don't feel their best, so suck it up and get to work. So, being present is critical, but it means little without effort. When you are here, are you giving your best? Neither of these qualities has anything to do with your innate talent or intellect. Everyone has the ability to be dependable and give effort.

So how do we as a school make our kids give their best effort and be dependable? Quite simply, we don't! This is why it is so important for parents and schools to work as a team. The school is the weakest leg on a three legged stool of influence on students and their motivating factors. Parents and household expectations are much more impactful on a student's dependability and effort than we are as a school. And don't tell parents, but peer norms are even more impactful than parent and household expectations. In other words, to really set a standard we are trying to create an environment and culture where all three legs of the stool are supporting the student. Back to the original question, how do we accomplish this? I guess I am on a Pat Summit kick today. Pat also said they won't care how much you know, until they know how much you care. Yep, that is it, just true and authentic investment in the kids as people. When kids feel cared for, they are infinitely more likely to try and meet your expectations.

One Goal, 710! Sure we hope the kids make their goal, but little do they know it doesn't matter if they go up 680 or 900 we have already reached our goal. The real goal is to get them to care and get them to try. Job well done CPS!

CALLAWAY

Month

Bobcats of the Newsletter







Paige Feddersen

Paige has been a great help on the bus! She helped with a situation involving a couple of kids who were being disruptive and calmly de-escalated the situation in a very mature way. I'm very thankful for her, and others, who have been good role models on the bus! - Mr. Hinman

Grace Stutzman

Grace comes to school happy and excited to learn everyday. She is kind to others and is always willing to help her classmates. Grace's positive attitude makes her a joy to be around. - Mrs. Sallach

Taryn Rohrbough

I nominate Taryn Rohrbough for this month. She has persevered through this month with grace and is always willing to help her classmates achieve their goals. - Mrs. Espinosa



From The Principal: Mrs. Jesseph

It is hard to believe that we are in the spring season and soon school will be out for the summer. The spring is always a fun time filled with so many activities but it also brings about our NSCAS Growth state assessments for grades 3-8 and Map Growth assessment for grades K-2. The NSCAS Growth testing schedule has been included on the newsletter calendar for each grade. Dates have been carefully selected that abide by our district testing rules and on dates that we feel give students the best chance for success. You can assist us in this process by ensuring your child gets a good night's rest and eats a good breakfast that morning. We are so excited and proud of our students and cannot wait to see them shine on these assessments!

We have had so much fun the past couple of months with our attendance and IXL competitions. We will continue our attendance challenge in April and we will be adding a reading challenge. This was a huge hit last year! Students were put onto teams consisting of students from different grade levels K-6. They received points based upon books/minutes read, reading time in the morning, and weekly participation from all team members. April 3rd will be our kickoff day for our reading challenge.

April 5th-11th students in preschool and Kindergarten will celebrate the Week of the Young Child. Each day they will have a fun new activity that they participate in. On Tuesday, April 8th and Thursday, April 10th from 5:00-7:00 pm, families with young children are invited to participate in bubble activities in front of the school.

On April 10th we will be holding a "Step Up Day". This is where students in grades PK-2 will step up to the next grade for a short time. This allows them to meet the teacher and experience their new learning environment. On the evening of the 10th we will host our parents meeting for incoming Kindergarten parents and our Preschool Open House. Watch for information coming home about this

On the evening of **April 15th** we will try for the third time to hold our family engagement night. Supper will be provided from 5:30-6:00. We will hold our Title I meeting at that time. Following supper activities will be held in the classrooms from 6:00-7:00.

We will be offering our Summer Learning Camp during the first three weeks of June. Information on this will be coming out soon. Summer Learning Camp is available to any students currently in grades K-5.

Thank you for all your support,

Brittany Jesseph Elementary Principal/Learning Coordinator/SPED Director bjesseph@callawaypublicschools.org Dear community, we as a yearbook team need your help. We cannot be at every event and need photos from the community. Here is my email: bbeavers@callawaypublicschools.org. We may not use all the photos, but we would love to have too many to choose from.



Quiz Bowl Team



Speech Team qualifying for State



Sixth through eigth grade students at

Expanding Your Horizon at Midplains

College



Save The Date!

April 10th

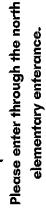
Come Check out Callaway's Wonderful World 25-26 CPS PRESCHOOL/KINDERGARTEN REGISTRATION

Kindergarten Information

Kindergarten in the 2025-2026 the kindergarten classroom to Step Up Day will be Thursday, school year is invited come to get to know Mrs. Ross during know you would like for them A parent only meeting will be does not already attend CPS the school day. If your child April 10 from 1:50-2:50. Any please let the school office Incoming Kindergarteners' to join the group that day. Callaway Public Schools child planning to attend held at 6:00pm in the

Preschool Information

Thursday, April 10th from 5:30-6:30 pm there will be an open house for any new preschool students who want to join our program. Students and their adults are invited to meet the staff and get acquainted with the school building. This is a come and go event that will be held in the preschool classroom.



Kindergarten classroom





Courage Overview

We are excited to focus on Courage this month! One way to think about Courage is "choosing what is helpful, right, and kind even when it is hard or scary." Courage can look a little different for everyone. Get ready to explore as a family what Courage means to you!

Courage is 1 of 3 traits we will focus on throughout the year that helps students **Be Strong**. Across grade levels, students will be developing skills like focusing, organizing, and goal-setting.

Conversation Starters



- Can you share or show what it means to have Courage?
- When you practice Courage, how does it make you feel? Why?

PurposeFull Pursuits

Have some fun connecting as a family this month while practicing Courage. Here are 2 "PurposeFull Pursuits" you can complete together!

#1

Remember that Courage is choosing what is helpful, right, and kind even when it is hard or scary.

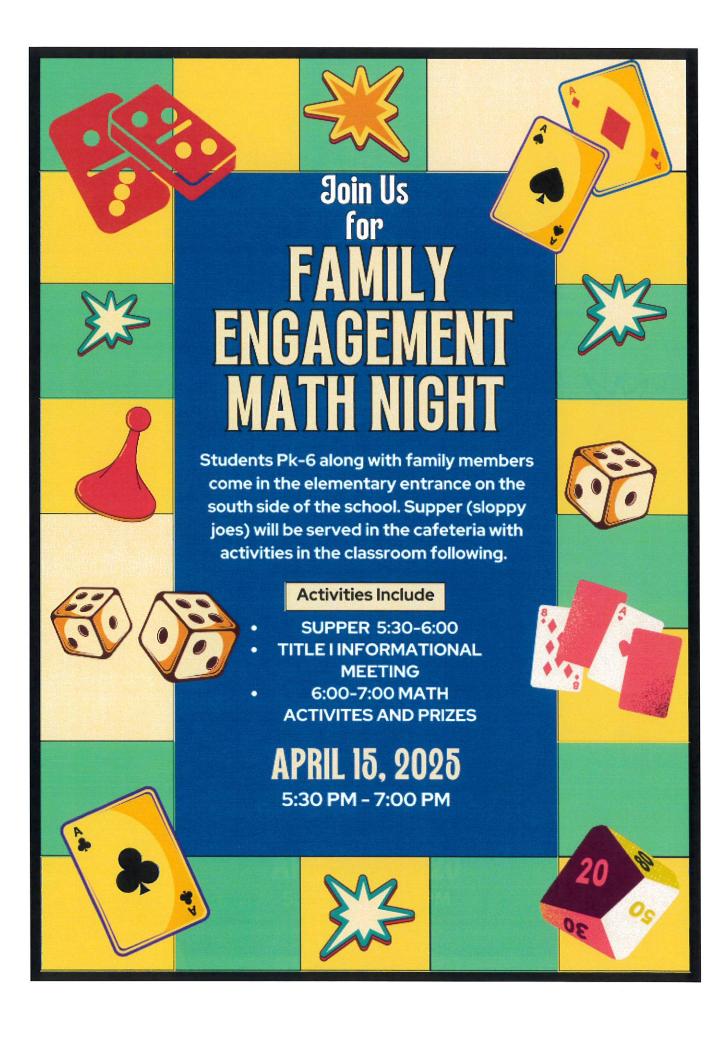
Reflect, think, and discuss things you would like to do, but find intimidating or scary (individually or as a family). Maybe it's a new hobby, trying a new game, sharing your art or invention with others, or going on an adventure somewhere. Give 1 of these things a try together this month and take a selfie to capture the memory!

#2

We have all demonstrated Courage in our lives. Stories are powerful tools for connecting as a family. Protect time this week to share stories about Courage with each other (you can use the story prompts to get started). At the end of the conversation, think of 1 way you can practice Courage this week.

Story Prompts:

- A time I (or someone else) showed Courage was _____
- An act of Courage that changed/challenged me was ____.







My teen never tells me anything. What should I do?

Q: I want to be the one my 11th grader turns to with questions and problems. But I feel shut out. I know junior year can be challenging, and so can growing up. How can I get my teen to open up?

A: It's common for teens to want to keep their parents at a distance. But you are right that open communication between you will help you



know what your teen is dealing with so you can offer effective support.

To encourage two-way communication:

- Start with questions. Ask your teen: "Do you feel you can talk to me about topics that are important to you?" If the answer is no, ask, "How can I change that?"
- Bring up a topic. You might say, "I'd like to talk with you about ______
 Can we talk tonight?" This gives your teen a chance to prepare or suggest another time that would feel more comfortable.
- Concentrate on listening. Allow your teen plenty of time to express
 thoughts and opinions. Ask open-ended questions. "What helps when
 things aren't going well?" If what you hear upsets you, delay responding
 until you are calm.
- Brainstorm together about how to address issues. Show your teen that talking to you can make life easier.



Are you reducing peer pressure's power?

Fitting in with peers is important to teens—and it can sometimes cloud their judgment. Are you preparing your teen to resist negative peer pressure? Answer yes or no to the questions below:

- __1. Do you encourage your teen to take pride in personal traits and achievements?
- __2. Do you reinforce your teen's individuality, and avoid speaking for your teen?
- __3. Do you emphasize that your teen is worthy of both self-respect and respect from others?
- __4. Do you suggest positive activities where your teen can meet peers with shared interests?

__**5. Do you role-play** ways your teen can say no?

How well are you doing?

More yes answers mean you are helping your teen stand strong against peer pressure. For each no, try that idea.

"Your self-worth is
determined by you.
determined by you.
You don't have to
you don't have to
depend on someone to
depend on you are."
tell you who you are."

Talk about what you expect

The expectations you express for your teen's academic achievement matter. Research shows that:

- Teens strive to reach their families' high (but still realistic) expectations.
- Teens' expectations for themselves begin to match their families' expectations, whether positive or negative.

Express your expectation that your teen will work hard in school, do well and graduate. Ask about your teen's expectations, and talk about the paths for achieving them.

Source: J.M. Froiland and M.L. Davison, "Parental expectations and school relationships as contributors to adolescents' positive outcomes." Social Psychology of Education, Springer.

Offer tips for group projects

Group projects teach students how to work as part of a team—a valuable workplace skill. Share these success tips:



- Divide tasks
 according to people's
 strengths. Members will be better able to
 explain their part to the rest of the group.
- Be professional. Schedule meetings and due dates—and stick to them.

Ask your teen to think

Real learning happens when students think about the material. To encourage this, ask your teen questions that require thought. Here are some to ask about these subjects:

- History: Who or what put these events in motion? Do the events remind you of anything happening today?
- Math and science: What was new to you in this unit? How does it relate to what you already know?
- Literature: What motivates the main characters? What would you do in a similar situation?

Helping Students Learn®

Published in English and Spanish, September through May.
Publisher: Doris McLaughlin.
Publisher Emeritus: John H. Wherry, Ed.D.
Editor: Alison McLean.
Iranslations Editor: Victoria Gaviola.
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a division of PaperClip Media, Inc
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Title I-Educational Service Unit 10

Reinforce the value of learning and help your teen apply skills

Doing assignments reinforces subject matter in your teen's mind. In the same way, regularly engaging in learning activities at home reinforces that learning is important, useful and can be done anywhere!

To create frequent learning opportunities for your teen:

 Show interest in what your teen is learning in school. Ask to hear more about a concept, or have your teen show you how to solve a math or science problem.



- Ask your teen to research and explore. For example, whenever
 questions come up during family conversations, have your teen look up
 answers in credible sources. Or, ask your student to collect information
 about interesting places within driving distance for your family to visit.
- Discuss the jobs people do in businesses you visit together. Talk about the education needed for those jobs, but keep the conversation casual.
- Choose some projects to do as a family that involve math skills, such
 as building bookshelves, planting a garden or painting a room. Have your
 teen figure out how much wood, mulch or paint you'll need.
- Talk about current events. Many teens have strong opinions about
 what's going on in the world. Ask, "What do you think, and what makes
 you think that?" Listen respectfully and thank your teen for sharing—
 whether you agree or not.

Overcome common homework hurdles

If your teen is struggling with homework, you may both be frustrated. But doing the work yourself or letting your student skip it isn't the answer.

Instead, address common homework obstacles. If your student:

- Is not completing or turning in assignments, make it clear that isn't OK. Then, review organization strategies like using a planner and making daily to-do lists.
- Doesn't care about schoolwork, point out the connections between what your teen is learning and the world outside school.

Also, say that schoolwork must come before other activities.

- Doesn't understand the directions, encourage your teen to review assignments before leaving class and clarify with the teacher.
- Has too much work, ask how your teen is doing in class. If your teen is doing fine, the workload is probably right. If not, your teen should ask the teacher for help.

Promote math and science

Many teens avoid taking the high school science and math classes necessary to prepare for jobs in science, technology, engineering and math (STEM) fields. But taking these classes can increase your teen's future options. Discuss these facts together:

- STEM job numbers are increasing faster than jobs in other areas.
- People in STEM careers have higher employment rates than other people.
- More than half of people in STEM jobs got them without a bachelor's degree.

Source: "The STEM Labor Force: Scientists, Engineers, and Skilled Technical Workers." National Science Foundation, National Science Board.

Suggest self-talk to relax

High school students face many potentially stressful situations—taking a test that counts

for a big part of a class grade, guarding the goal in an important game, etc. To help your teen take these events in stride, suggest inwardly repeating positive phrases like, "I've practiced

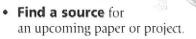


this hundreds of times. I know how to do it."

Put spare minutes to work

One key to managing time effectively is to use it all—even the few spare minutes between other activities that teens often spend scrolling online. Remind your teen that 10 minutes is enough time to:

- Skim a chapter of assigned reading.
- Solve a math problem or two.
- Make flash cards of terms to know in the next science unit.



 Review today's class notes and write down questions to ask the teacher.



Tuesday April 1

8AM MNAC Music @ Thedford 10AM Track @ Elwood 12:40PM FCCLA Officer Meeting

Wednesday April 2

All Day State FFA

Thursday April 3

All Day State FFA 10 AM Golf @ Amherst 12:40 PM FCCLA Chapter Meeting

Friday April 4

Alld Day State FFA 8AM Bear Bank

Sunday April 6

All Day State FCCLA

Monday April 7

Allday State FCCLA

Tuesday April 8

All Day State FCCLA

Wednesday April 9

All Day Proteus Farm Workshop 5PM MNAC Meeting @ Thedford

Thursday April 10

8AM 8th-9th Grade College Visit -North Platte & Curtis 6PM Preschool/Kindergarten Night

Friday April 11

All Day No School - Teacher Work Day 10 AM: Golf @ Arnold 10 AM Track @ Arnold

Sat April 12

6:30PM Elementary Musical

Monday April 14

7:30AM 10th/11th Grade College Visit @ Hastings 8PM School Board Meeting

Tuesday April 15

1:11 Acts Meeting @ English Room 4PM Golf @ Broken Bow

Wednesday April 16

10AM JH Track @ Hershey

Thursday April 17

10AM Golf @ Hershey 10 AM Track @ Burwell 1:30PM dismissal

Friday April 18

All Day No School - Good Friday

Monday April 21

All Day No School - Easter

Tuesday April 22

9AM Track @ Overton

Wednesday April 23

8AM District Music @ Burwell 10am JH Track @ Sutherland

Thursday April 24

10AM Golf @ Sandhills/Thedford

Friday April 25

8AM Elementary Bear Bank 8AM NHS Field Trip

Monthly Content Calendar SALFORD & CO.	FRI SAT	ທ	12 No Test Day	18 19 No Test Day	25 26 6th Grade Math 9:00–10:00 7th Grade Math – 1st 8th Grade Math 2nd	Last Day to Test
•	UHL	3 8th Grade Science 1st	10 Kinder ELA 10:30-11:00	17 No Test Day	24 4th Grade Math 8:15-9:00 5th Grade Math 8:15-9:00 3rd Grade Math 9:00-10:00 6th Grade Math 9:00-10:00 7th Grade Math -1st 8th Grade Math 2rd	neek 2
April	WED	1st Grade ELA 8:15-9:00 2 2nd Grade ELA 9:00-10:00 8th Grade Science 1st 5th Grade Science 9-10	9 3rd Grade ELA 9:00-10:00 7th Grade ELA 3rd 8th Grade ELA 5th Kinder ELA 10:30-11:00	16 2nd Grade Math 8:15-9:00 Kinder Math 10:30-11:00 Kinder Math 10:30-11:00 4th Grade ELA 9:00-10:00 5th Grade ELA 9:00-10:00 6th Grade ELA 9:00-10:00	23 4th Grade Math 8:15-9:00 5th Grade Math 8:16-9:00 3rd Grade Math 8:00-10:00	30 Make Up Week
•	TUE	1 1st Grade ELA 8:15-9:00 2nd Grade ELA 9:00-10:00 5th Grade Science 9-10	8 3rd Grade ELA 9:00-10:00 7th Grade ELA 3rd 8th Grade ELA 5th	15 2nd Grade Math 8:15–9:00 Kinder Math 10:30–11:00 4th Grade ELA 9:00–10:00 5th Grade ELA 9:00–10:00 6th Grade ELA 9:00–10:00	22 No Test Day	29
	MOM	31 No Test Day	7 No Test Day	14 No Test Day	21 No Test Day	28 No Test Day
2025	NOS	30	ø	घ	20	27

If student do not finish in the time given (then additional time will be given). If majority of your class is not done then we will look for
another whole class time. If it is just a few individuals contact Mrs. Jesseph for make up times.

Science ELA

No Test Math

• Do not change dates and times without approval, there is a very detailed student support schedule that is built around this.

April

Monday

Tuesday Wednes

Wednesday Thursday

Friday

-
B - Long
L - Meatballs
B - French Toast
L - French Dips

Breakfast Includes: Milk, Juice,
OR Fruit and main Breakfast
Item Breakfast will not be
served on 10:00am Starts

Extra Milk: \$.40 Seconds: \$.74 Extra Juice: \$.35

Breakfast: \$.40

Lunch:\$2.85

7-12:\$3.00

Adults: \$4.15

Breakfast & Lunch Menu Lunch Includes: Veggies/Fruit USDA is an equal opportunity provider and employer.

Bar and Milk

BOXHOLDER
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Elementary Bear's Bank Dates

4/4 4/25