**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*

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| District Name: | | | | Emerson-Hubbard Community School | | | | | | | | |
| County Dist. No.: | | | | 260561 | | | | | | | | |
| School Name: | | | | Emerson-Hubbard Elementary School | | | | | | | | |
| County District School Number: | | | | 26-0561-002 | | | | | | | | |
| School Grade span: | | | | K-5 | | | | | | | | |
| Preschool program is part of the Schoolwide Plan. (Mark appropriate box.) | | | | | | | | | | | | X Yes ☐ No |
| Summer school program is part of the Schoolwide Plan. (Mark appropriate box.) | | | | | | | | | | | | X Yes ☐ No |
| Indicate subject area(s) of focus in this Schoolwide Plan. | | | | | | | | X Reading/Language Arts  X Math  ☐ Other  (Specify)\_     \_\_ | | | | |
| School Principal Name: | | | | Lindsey Beaudette | | | | | | | | |
| School Principal Email Address: | | | | lbeaudette@ehpirates.org | | | | | | | | |
| School Mailing Address: | | | | Emerson-Hubbard Elementary  3rd and Logan Street, Box 9  Emerson, NE 68733 | | | | | | | | |
| School Phone Number: | | | | 402-695-2254 | | | | | | | | |
| Additional Authorized Contact Person (Optional): | | | | Deb Relitz | | | | | | | | |
| Email of Additional Contact Person: | | | | drelitz@ehpirates.org | | | | | | | | |
| Superintendent Name: | | | | Lindsey Beaudette | | | | | | | | |
| Superintendent Email Address: | | | | lbeaudette@ehpirates.org | | | | | | | | |
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| Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public. | | | | | | | | | | | | X Yes ☐ No |
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| Names of Planning Team  *(include staff, parents & at least one student if Secondary School)* | | | | | | | Titles of those on Planning Team | | | | | |
| Lindsey Beaudette       Deb Relitz      Rileigh Burke     Kimberly Francis     Lizzy Heiner     Shawna Carr | | | | | | | Principal/Superintendent  Title 1 Teacher    ESU 1 School Psychologist    SAT Team Leader   Classroom Teacher   Parent | | | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | | | | |
| Enrollment:  120 | Average Class Size:   15 | | | | | Number of Certified Instruction Staff: 12 | | | | | | |
| Race and Ethnicity Percentages | | | | | | | | | | | | |
| White: 84      % | | | Hispanic:  12     % | | | | | | | Asian:    <1   % | | |
| Black/African American: <1       % | | | | | American Indian/Alaskan Native:  3     % | | | | | | | |
| Native Hawaiian or Other Pacific Islander:   <1    % | | | | | | | | | Two or More Races:  0     % | | | |
| Other Demographics Percentages | | | | | | | | | | | | |
| Poverty:      51.6 % | | English Learner:     4.2  % | | | | | | | | | Mobility:      11.26 % | |

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| Assessments used in the Comprehensive Needs Assessment  (ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
| NSCAS | Fountas and Pinnell Guided Reading Benchmark |
| MAPS |  |
| AIMSWEB |  |

*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**

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| **1.1** | *Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.* |
| **Emerson-Hubbard Elementary uses assessment to identify the needs of all the children. State testing, AIMSweb, MAP, and Fountas and Pinnell Guided reading data are collected schoolwide throughout the year. The data is reviewed at teacher inservices throughout the year. Training on how to read and disaggregate the data is given by the elementary principal at the first school improvement meeting of the year. Assessments have been given by then and we can use the data for language arts and math lesson planning. Teachers are encouraged to analyze the data for their classes in order to determine which students are in need of additional support to meet academic standards. Various student characteristics, such as language acquisition, gender, ethnicity, socio-economic status, and special education status are considered. The data is also used in Student Assistance Team Meetings throughout the year to determine the intensity and type of interventions. The EL teacher also uses the testing information to plan her lessons.**  **The data is used to determine which students are at-risk of failing as well as their area of academic need. Students are then matched with appropriate interventions to help them develop their academic skills. Additionally, students receiving academic interventions are progress monitored weekly using Aimsweb and their progress is reviewed both by the paraprofessional conducting the intervention as well as the Student Assistance Team.**  **Documentation: Professional Development**  **SAT Team Guidelines-Flow Chart**  **SAT Team Running Record**  **SAT Team Student Information Form**  **SAT Team Log** | |
| **1.2** | *Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.* |
| **For the 2019-2020 school year, we conducted an annual Parent Survey. A parent meeting was held October 23, 2019. The goal was to gather parent input to identify specific needs at the elementary. The survey was given at the first parent teacher conferences October 23, 2019. Parents completed the survey before leaving. The results were tabulated and used to help us accurately identify our strengths and weaknesses. The results of the survey, was shared with administration and staff. The conclusions made from the survey were to give parents suggestions on how to help with homework and encourage students to ask for help with homework from staff and parents. We also will continue to invite parents into the classrooms more often.**  **Parents also discussed suggestions for the Title 1 program and the elementary school, at the Title 1 parent meeting held December 2, 2019. The results of the parent survey, given at the first conferences, was shared with the parents. The Title 1 plan was shared with parents in attendance. Explanations are given about the student interventions, the School-Parent Compact, and the goals for meeting the needs of all students. The parents were also given a copy of the Parent and Family Member Engagement Policy.**  **Documentation Ideas:**  **Parent Survey**  **Survey Results**  **Title 1 Parent Meeting Invitations**  **Title 1 Parent Meeting Agenda**  **Title 1 Parent Meeting Parent sign in**  **Minutes from Parent Meeting**  **Parent and Family Engagement Policy** | |
| **1.3** | *Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.* |
| **The Emerson-Hubbard Public School district wide improvement plan was developed through the combined efforts of school administrators, parents and staff. We are in year 5** **of our continuous improvement plan. The target needs for the students will be to increase the student knowledge in Language Arts. We will address the skills of Comprehension, Main Idea, Vocabulary, Writing and Technology. Our professional development plan is in place to reflect the targeted needs. The staff is currently addressing comprehension by doing a book study. We are reading and applying the strategies from the book Strategies That Work by Stephanie Harvey and Anne Goudis. Vocabulary is being stressed through a Word a Week for each grade level and an awareness by teachers to increase student vocabulary. IXL, a computer learning program is being used by the students to increase practice time for the students in all Language Arts and Math skills.**  **Additionally, the teachers are meeting to collaborate and analyze the testing data from students. Suggestions are then made as to how to best teach the students to improve student learning. The school improvement meeting led by our principal and superintendent, Lindsey Beaudette, on October 3, 2019, gave us instruction and training on how to access the NSCAS scores, the MAPS and AIMSweb scores and how to use the information to direct our instruction for the students. The teachers also came up with plans for individual students.**  **Documentation: School Improvement Action Plan**  **Book Study for Reading Improvement** | |

**2. Schoolwide reform strategies**

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| **2.1** | *Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.* |
| **The Student Assistance Team meets weekly to discuss students who are struggling to meet academic standards or with challenging behaviors or emotional needs. The SAT process helps coordinate additional support for students at-risk of failing. We monitor students by doing weekly AIMSweb testing and additional screeners as needed. Adjustments to the students plans and interventions are revised based on the students needs. These supports include:**   * **Push-in and pull out instruction from the Title I Teacher** * **Academic interventions from paraprofessionals**   + **Rewards**   + **Sound Partners**   + **PALS**   + **Quick Reads**   + **Do The Math**   + **Incremental Rehearsal for letter names, letter sounds, sight words, or math facts** * **Check-In/Check-Out to encourage better organization and behavior** * **Counseling and/or social skill development with the guidance counselor or school psychologist** * **Mentoring opportunities with older students** * **After school program to promote homework completion**   **The development of all students is supported with a strong Tier 1 curriculum, a program for High Ability Learners, special education, English Learner supports, Guidance and Counseling sessions with each class, robotics sessions, nutrition sessions, and career exploration with the guidance counselor.**  **Documentation :**  **Intervention list of students monitored**  **SAT notes**  **Aimsweb Fall PM Schedule**  **Counseling Schedule**  **Title 1 Schedule**  **After school program letter** | |

**3. Qualifications of instructional paraprofessionals**

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| **3.1** | *Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.* |
| **All of the paraprofessionals at the elementary meet the ESEA requirements. When a para is hired their educational background is reviewed. All of the paras have a high school diploma. If they do not hold an associate’s or bachelor’s degree or have completed 48 college credits, they are required to complete Project Para. Paraprofessionals are included in the district wide in-services at the beginning of the school year and ongoing professional development throughout the year. They also meet with our school psychologist to discuss student interventions and any concerns they have about a student. The corresponding folder includes documentation for the supporting documentation.**  **Documentation - Introductory Training and Ongoing PARA Training**  **PARA ESEA Requirements-Proof of Completion**  **PARA Meetings For Professional Development**  **Win Win Training**  **PARAS Fidelity Check In Sheet** | |

**4. High quality and ongoing professional development**

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| **4.1** | *Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.* |
| **The entire staff and paraprofessionals at the Emerson-Hubbard Elementary, participate in ongoing, quality professional development focused on the targeted needs of our students. We are trying to improve student learning through knowledge and communication of strategies that research indicated will impact the greatest growth in student learning. Our beginning of the school year inservice training was Kagan’s Win Win Discipline training for all elementary staff. The previous year our beginning of the school year training was Kagan’s Cooperative Learning.This year we also decided to learn new strategies to improve our instruction of reading and we are doing a book study of Strategies That Work by Stephanie Harvey and Anne Goudvis. We have adopted a calendar with an early release the first Wednesday of each month to collaborate with peers, regarding instruction, curriculum, assessments, data, areas of concern and our book study on reading skills.**  **The SAT team also meets once a week to discuss with the classroom teacher, invited for the weekly meeting, the needs of the students to ensure that we are addressing the students learning and ways to ensure that the students are making growth in their learning. We design interventions based on the level of student need as identified by class performance and assessments. Input about the students, is also given by our school counselor, the Special Education teacher and the school psychologist. Our schedule is designed to meet with the classroom teachers at least once a quarter, unless a special meeting is requested. The school psychologist regularly shares information concerning topics relevant to student learning.**  **The Title 1 teacher and 2 Paras attended REWARDS training in December and came back to the elementary and trained the remaining paras for use with the students. We use the program as an intervention with the students in 3-5 for fluency, comprehension and vocabulary interventions.**  **Teachers can request professional time off to attend workshops, classes, conferences and training to increase their knowledge of instruction and curriculum.**  **Documentation: Win Win Discipline Sign in Sheet**  **Reading Instruction Strategies That Work Sign in Sheet**  **DATA Retreat October 2, 2019**  **DATA Retreat January 8, 2020**  **DATA Retreat February 5, 2020**  **DATA Retreat March 4, 2020**  **SAT Team Schedule**  **REWARDS Training**  **List of Professional Development Activities-School**  **Improvement Plan** | |

**5. Strategies to increase parental and family engagement**

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| **5.1** | *Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.* |
| **The Emerson-Hubbard Elementary School Compact was developed by the Schoolwide Title 1 planning team, consisting of administrator, school psychologist, teachers, and parents. The compact is reviewed annually at the parent meeting and any parental input is considered when revising the compact. The compacts are included in the student handbooks, which are distributed on the first day of school. The compact’s participants duties are reviewed at conferences to contribute to student’s success. The compacts are kept on file at the school and reviewed at conferences.**  **Documentation: School-Parent-Student Compact**  **Sign in Sheets -- Compacts Reviewed at Conferences**  **Compact Reviewed by Planning Committee** | |
| **5.2** | *Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.* |
| **The Emerson-Hubbard Parent and Family Engagement Policy was developed by the Schoolwide Title 1 Planning team, consisting of administrators, teachers, school psychologist and parents. The policy is distributed at the annual parent meeting where the policy is reviewed and parent input is considered and used when updating the policy. Any changes are then shared with the parents.**  **Documentation - Title 1 Parent and Family Engagement Policy**  **Title 1 Learning Compact**  **Parent Meeting Agenda**  **Parent Meeting Sign in Sheet**  **Parent Meeting Minutes**  **Check parent december meeting** | |
| **5.3** | *Please provide a narrative below explaining how, when and where 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 during the Fall Parent Teacher Conferences on October 23, 2019, at 6:30. The meeting was held in the elementary Conference room. At this meeting parents were given an overview of the Schoolwide Title 1 program and we shared our School Improvement goals. We reviewed the Parent and Family Engagement Policy and School-Parent Compact. We discussed ways to be more involved at the school and made the parents aware that the IXL computer learning program is also available for them to use with their children at home. Another parent meeting is planned to be held in December. Translators are available for parents at the meeting and at conferences.**  **The December Parent Meeting was December 12, 2019 at 8:30 a.m. in the elementary library. Again we did an overview of the Schoolwide Title 1 program and shared the School Improvement goals. We discussed and reviewed the Parent and Family Engagement Policy and the School-Parent Compact. Upcoming parent activities were discussed and suggestions for new activities were also included in our discussions. We also reminded parents that state testing was to be in April and ways they could help their child do their best.**  **Many Opportunities are held for the parents to be involved at school. They are reminded often to come and observe or volunteer in their students classrooms or join students for breakfast or lunch. Open House is help at the beginning of the year, we had a school carnival in September, Conferences are held twice a year. Donuts with Dad and Mom was in December and students read donuts books with their parents, and an IXL meeting was held in February. We will also have a VIP afternoon with parents in May. Teachers are encouraged to invite parents into their classrooms often at the Teacher meetings with our principal. Many teachers send home weekly or monthly newsletters to keep parents informed.**  **Documentation: Annual Parent Meeting Invitation**  **Annual Parent Meeting Agenda**  **Parent Meeting Sign in Sheet**  **October Parent Meeting Minutes**  **December Parent Meeting Invitation**  **December Parent Meeting Agenda**  **December Parent Meeting Sign in Sheet**  **December Parent Meeting Minutes**  **Family Engagement Activities** | |

**6. Transition Plan**

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| **6.1** | *Please provide a narrative below explaining the school’s transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.* |
| **Emerson-Hubbard Schools provide many transition opportunities for students, parents and staff. In the spring, Preschool and new student roundup activities are held for prospective students to visit the Preschool and the Kindergarten classrooms. Parents attend an orientation program in April. Parents meet with the principal, the Title 1 teacher and the nurse for a short presentation and the requirements of admittance to school. The students attend school with their new teacher and do activities. They are given the opportunity to experience what the school day will be like. In August an Open House is held in each classroom to welcome and students may drop off supplies and parents may ask any questions of staff and school office.**  **Documentation: Transition Plan**  **Beginning of the Year Open House** | |
| **6.2** | *Please provide a narrative below explaining the school’s transition plan from elementary to middle school. (Not required for high school programs) Supporting documentation may also be placed in the corresponding folder.* |
| **The Emerson-Hubbard Elementary School Staff meet to discuss students entering the middle school at the high school, with the staff at the high school. In the spring, the students do a visitation to the high school, where the students meet with the counselor and staff to become acquainted with the new building they will be attending. Prior to the start of the new school term, the students again meet with staff to review the handbook and have a question and answer session. New students to our school are also invited at this time.**  **Documentation: Agenda For Spring Visitation to the High School.**  **Agenda for Beginning of the School Year Orientation.** | |
| **6.3** | *Please provide a narrative below explaining the school’s transition plan from middle school to high school. (Not required for elementary) Supporting documentation may also be placed in the corresponding folder.* |
| **NA** | |
| **6.4** | *Please provide a narrative below explaining the school’s transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.* |
| **NA** | |

**7. Strategies to address areas of need**

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| **7.1** | *Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.* |
| **Opportunities within the instructional day include the Title 1 teacher providing one on one or small group instruction in reading and math to students that are at risk of not meeting the academic standards. Our paras provide interventions to students also throughout the day. Students are worked with and have interventions before school and throughout the day. Students who need help completing assignments or reviewing instruction may come to Lunch Bunch during their lunch recess period for help with their assignments. An after school program is offered during the school year, where students receive additional help with homework. The help is provided by the paras but the classroom teachers are also available at this time.**  **A summer school program is also in place, which help the students maintain their skills over the summer months. It is held for 3 weeks in July, Monday through Thursday. Students are provided with tutoring and interventions in an enriching and stimulating environment.**  **The High Ability Learner program offers opportunities once a week to investigate learning options that don’t fit into the school day. The various activities are used to extend student learning.**  **Documentation: Lunch Bunch,**  **2019-2020 Title 1/EL Schedule**  **Invitation to Summer School**  **HAL Invitation** | |

**8. Coordination & integration of Federal, State and local services & programs**

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| **8.1** | *Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.* |
| **The Emerson Hubbard Schoolwide Title 1 program is funded through a collaboration of funds from various Federal and State programs, to support learning opportunities for all of our students and increase student achievement. Funds are applied to the salary of the Title 1 teacher and any additional support necessary for instructional delivery. Materials were purchased this year for Reading and Math interventions. The materials were used this year in student instruction for the whole class in the Kindergarten room. Next year they will be used for the whole class instruction in First and Second grades. Parent Involvement activities include all students in the elementary school.**    **Documentation: Title 1 Budget 2019-2020** | |