

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:		Emerson-Hubbard Community School	
County Dist. No.:		260561	
School Name:		Emerson-Hubbard Elementary	
County District School Number:		260561#2	
Building Grade Span Served with Title I-A Funds:		K-5	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.		<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____	
School Principal Name:		Dustin Nielsen	
School Principal Email Address:		dnielsen@ehpirates.org	
School Mailing Address:		109 West 3 rd PO Box 9 Emerson, NE 68733	
School Phone Number:		402-695-2654	
Additional Authorized Contact Person (Optional):		Carly Roeber	
Email of Additional Contact Person:		croeber@ehpirates.org	
Superintendent Name:		Michael Pattee	
Superintendent Email Address:		mpattee@ehpirates.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Dustin Nielsen</u> <u>Carly Roeber</u> <u>Deb Relitz</u> <u>Raleigh Burke</u> <u>Moe Martin</u> <u>Kimberly Francis</u> <u>Michael Pattee</u> <u>Courtney Peters</u> 	 <u>Principal</u> <u>Title 1/EL/MTSS Team</u> <u>Title 1/MTSS Team</u> <u>School Psychologist/MTSS Team</u> <u>Classroom Teacher/ MTSS Team</u> <u>Classroom Teacher/ MTSS Team</u> <u>Superintendent</u> <u>Parent</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 114	Average Class Size: 16	Number of Certified Instruction Staff: 11
Race and Ethnicity Percentages		
White: 79 %	Hispanic: 14 %	Asian: 0 %
Black/African American: 1 %	American Indian/Alaskan Native: 3 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 41 %	English Learner: 6.5 %	Mobility: 8.87 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
Aimsweb	
MAP	
NSCAS	
Fountas and Pinnell Level Testing	

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	<p><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></p>
<p>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. All assessments, along with ELL, Free and Reduced, and mobility data, is reviewed by the Title 1 planning team and is taken into consideration when looking at our district's "Needs Assessment." The data helps to make curriculum as well as instructional decisions. The data is reviewed at teacher data meetings 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 MTSS Meetings throughout the year to determine the intensity and type of interventions. 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. They may receive intervention time with the Title 1 teacher and an intervention with a para. Additionally, students receiving academic interventions are progress monitored weekly using Aimsweb and their progress is reviewed by their homeroom teacher and paraprofessionals conducting the intervention as well as the MTSS team.</p>	

Documentation Folder: MTSS Plan Precision Rules
AIMSWeb Universal Screening K-2
MAPS Testing Schedule for Fall, Winter, Spring
Fountas and Pinnell Benchmark-Fall Spring
NSCAS Testing for Reading and Math-Spring
Calendar of Teacher Training
Tier Transitions Summary for 21-22
Student Interventions-1/11/21

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.*

For the 2021-22 school year, we conducted parent surveys to help identify the needs of the school. Parent meetings were held September 23, 2021 and November 24, 2021. The goal was to gather parent input to identify specific needs at the elementary. A survey was also given at parent teacher conferences on February 10, 2022. Parents completed the surveys before leaving. The results were tabulated and used to help us accurately identify our strengths and weaknesses. The results of the surveys were shared with administration and staff. The conclusions the team made from the survey information was that we are doing a good job communicating with parents and making them feel welcome at school. We also concluded that we need to address helping the parents understand their child's report cards and the students' MAP test scores they receive throughout the year. The Title 1 plan was shared with parents in attendance at both Title 1 parent meetings. 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 Engagement Policy. They are asked to give any suggestions for changes to either document. These responses are used to update the Title 1 plan, the School Parent Compact, and Parent and Family Engagement Policy.

Documentation Folder: Parent Survey 9-23-2021
Parent Survey 10-24-21
Parent Survey 2-10-22
Results and Conclusions From Surveys
Parent and Family Engagement Policy
Title 1 Invitation to Parent Meeting
Title 1 Parent Meeting Sign in Sheets- Sept. and Nov.
Parent Meeting Minutes-Sept. and Nov.

Title 1 Parent Meeting Agenda School Parent Compact

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.

Currently the Emerson-Hubbard Schools are in year 2 of our school improvement plan cycle. The School Improvement Planning team along with staff members look at the state testing data as well as MAP growth data to determine the best goals and an effective action plan for those goals. The MTSS team analyzes the data to help determine the needs of the students and the school and suggests any curriculum or intervention changes needed. Additionally, the teachers are meeting to collaborate and analyze testing data for students.

The elementary school adopted a new Reading curriculum in the fall of 2021 and had training on the new curriculum before the start of the school year. We also have started a new intervention, Corrective Reading, in the 3rd through 5th grade for reading. We are in the process of choosing a new Math curriculum this year to update and ensure it is aligned with the current Nebraska State Math Standards.

Our school now has an instructional framework model developed by the teachers to ensure good instruction in all areas of instruction.

**Documentation: School Improvement Plan
List of School Improvement Plan Members
MTSS Implementation Plan-Student Interventions
Emerson-Hubbard Instructional Framework**

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 Student Assistance Team meets weekly to discuss students who are struggling to meet academic standards, have challenging behaviors, or emotional needs. The MTSS 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 data and students needs. These supports include:

- Push-in and pull out instruction from the Title I Teacher
- Academic interventions from paraprofessionals
 - oRewards
 - oSound Partners
 - oPALS
 - oQuick Reads
 - oDo The Math
 - oReading Mastery
 - oIncremental 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 TeamMates
- After school and before school programs 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
Aimsweb Fall PM Schedule
Counseling Schedule
EL/Title 1 Schedule-Relitz, Roeber
After school program letter
K Intervention Sheet-Monitoring
Check In/Check Out Sheet-Monitoring

3. High quality and ongoing professional development

3.1	<i>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.</i>
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The entire staff and paraprofessionals at the Emerson-Hubbard Elementary, participate in ongoing, quality professional development that focuses on the targeted needs of our students. This year we have formed an Instructional Framework to ensure that we are using high quality instructional practices for teaching in our school. Our calendar has professional development days each semester for teachers to meet to review data and discuss areas of concern. While adopting a new reading series, Into Reading, we had monthly meetings to answer questions and ensure fidelity. Our MTSS team attended the NeMTSS summit virtually. One of the EL teachers is currently working on her ESL Endorsement and one teacher is working on her Masters in Curriculum and Instruction. We have four teachers participating in Integrating the Arts program through ESU 2. Teachers can request professional time off to attend workshops, classes, conferences, and training to increase their knowledge of instruction and curriculum. Included in our documentation folder is the list of training our teachers have attended through our ESU1. We have a team of teachers that meet monthly to work on our MTSS plan. We are in year three of our plan. This year we implemented new decision rules for intervention implementation to help ensure that all students are receiving the support that they need. Data from MAP testing and Aimsweb testing in the Fall, Winter, and Spring is used to determine when and which interventions are needed. The MTSS team reviews AIMSWEB student data monthly to monitor interventions and make changes when needed.

**Documentation Folder: Intervention Decision Rules
 ESU1 Participation Registry
 MTSS Plan
 Instructional Frameworks
 E-H Elementary Staff
 Professional Development**

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.

The Emerson-Hubbard Elementary School Compact was developed by the Schoolwide Title 1 planning team, consisting of administrators, school psychologists, 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. Students and Parents are required to

<p>sign the compact at the beginning of the school year and return. The participant's duties are reviewed at conferences to contribute to student's success. The compacts are kept on file at the school and reviewed at conferences in September and February.</p> <p>Documentation Folder: Newsletter Meeting Announcement School-Parent Compact Title 1 Parent Meeting Powerpoint Review of Parent-School Compact Invitations to Title 1 Parent Meetings</p>	
4.2	<p><i>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.</i></p> <p>The Emerson-Hubbard Parent and Family Engagement Policy was developed by the Schoolwide Title 1 Planning team, consisting of administrators, teachers, school psychologists, 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.</p> <p>Documentation Folder: Parent and Family Engagement Policy Review of Parent and Family Engagement Annual Title 1 Parent Meeting Parent Meeting Sign In Sheet</p>
4.3	<p><i>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.</i></p> <p>The annual parent meeting was held during our Book Tasting Parent Involvement activity on November 24th, at 8:15 a.m. The meeting was held in the elementary cafeteria. 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 parents could participate in their student's education. After the meeting the parents joined the student's classrooms for breakfast and reading activities.</p> <p>Documentation Folder: Title 1 Parent Meeting Powerpoint Newsletter Parent Meeting Announcement Parent Sign in Sheet Parent Meeting Invitation</p>

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5. Transition Plan

5.1	<i>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).</i>
	<p>Emerson-Hubbard Schools provides 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 Kindergarten classrooms. Parents attend an orientation program in March. 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 students, drop off supplies, and parents may ask any questions.</p> <p>Documentation: Transition Plan Beginning of the Year Open House Invitation to Preschool/Kindergarten Roundup 5th Grade Orientation</p>
5.2	<i>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).</i>
	<p>The Emerson-Hubbard Elementary School Staff meets to discuss students entering the middle school at the high school building, 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. At the elementary, the students during the last week of school are invited to visit their next years'</p>

classroom for a tour and a question/answer session with the current students.

**Documentation: Agenda For Spring Visitation to the High School
Agenda for Beginning of the School Year Orientation
Transition Plan- Every Grade Visits Next Year's Class
School Calendar-Date of Middle School/New Student Open House
Elementary Open House-Beginning of the Year**

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.

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 and Title 1 teachers provide interventions to students throughout the day. Students who need help completing assignments or reviewing instruction may come to before school, lunch bunch, or after school 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 helps 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.

Steam School is offered after school twice a month for the grades 3-5. Each week a different level meets with the Steam teacher to do science and math activities.

This year we also started TeamMates at the elementary for students 3-5. It is an opportunity for our students to meet with a mentor and do activities and games

**Documentation: Lunch Bunch,
2021-2022 Title 1/EL Schedules
Invitation to Summer School
HAL Invitation
TeamMates
Elementary Steam
After School Invitation**