

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:	Holdrge Public Schools
County Dist. No.:	69-0044
School Name:	Holdrege Elementary School
County District School Number:	69-0044-012
School Grade span:	K-4
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 type="checkbox"/> Yes <input checked="" 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:	Amber Porter
School Principal Email Address:	amber.porter@dusters.org
School Mailing Address:	505 14th Avenue PO Box 2002 Holdrege, Nebraska 68949
School Phone Number:	(308) 995-4339
Additional Authorized Contact Person (Optional):	Kathy Gustafson
Email of Additional Contact Person:	kathy.gustafson@dusters.org
Superintendent Name:	Todd Hilyard
Superintendent Email Address:	todd.hilyard@dusters.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<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>
Lisa Hodge Amber Porter Kathy Gustfson Candy Wells Kirstina Loiza Cindy Schumacher Joan Gestring Amie Bell Sarah DeWald Abbie Soneson Tim Gustafson _____ _____	<u>Parent Administrator</u> Title I Teacher ELL Instructor ELL Para/translatpr Title I Paraeducator Tiltli Paraeducator Parent Parent Parent School Board Member _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 374	Average Class Size: 19	Number of Certified Instruction Staff: 42
Race and Ethnicity Percentages		
White: 85 %	Hispanic: 10 %	Asian: 1 %
Black/African American: 1 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 1 %		Two or More Races: 2 %
Other Demographics Percentages		
Poverty: 42 %	English Learner: 5 %	Mobility: 14 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS Reading/Math	
NWEA MAP Assessment	
DIBELS	
AIMS Web Math	

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	<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 instruction. Provide supporting documentation in the corresponding folder.</i></p> <p>Student data includes norm-referenced tests, NSCAS Assessments, dropout rates, and mobility data. The State of the Schools Report beginning 2007 is included and the most recent Holdrege Schools Profile is attached. The profile was started in 2014 and concluded in 2019. Additoinal data from each school year is added and presented to the staff, school board, and public. A “data-placemat” is created each year to the public to display data in a simpler way to the keep the public informed. Also, DIBELS data is used to track student improvement. Parent survey information is included as well. Survey data will be updated later this Spring.</p> <p>Student data included in this document is disaggregated by gender, ethnicity, poverty, and special education. Teachers and administration have been trained in the use of data. The data is used weekly in Whole Faculty Study Groups or FACT groups as seto discover student needs The data is also used by SAT team, RTI team, and Title I to meet student needs and monitor student growth.</p> <p>The Response to Intervention Process as part of the Title I Program at Holdrege Elementary School uses DIBELS assessments. DIBELS (Dynamic Indicators of Early Basic Literary Skills) is a set of measures used to assess early literacy and reading skills. It is made up of seven short individual tests, called subtests. Each DIBELS subtest focuses on a different literacy skill. A child may be given two to five of the DIBELS subtests depending on his or her grade level. A child’s score on a subtest tells us whether the child is “on track” to becoming a proficient reader. Holdrege Public Schools uses DIBELS to identify and monitor children who fall in the “at risk” range for reading difficulties that are not already qualified for Special Education Services. Students receive intervention if they are reading two (or more) grade levels below based on MAP testing or are “at risk” based on the DIBELS benchmark assessments using the former goals benchmarks. The benchmark varies on the grade level. Children who are “at risk” receive intervention in small groups targeting the appropriate literacy skill(s). Students in the Rtl process are monitored twice monthly using the DIBELS progress monitoring assessments. The scores are monitored so that any necessary adjustments can be made, if needed, to the intervention group. Currently, students receive intervention in Sound Partners, Reading Mastery, or Corrective Reading depending on reading level and need. Students who are showing need but are showing progress remain in the same intervention. If they are no longer showing an upward trend, they may be switched to intervention that better fits their needs.</p> <p>In the area of Math, students who meet in individual groups are pretaught lessons and use hands on practice to improve their math skills.</p>
1.2	<p><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></p> <p>The original Schoolwide planning team at Holdrege Elementary School involved all teachers, the administration including the superintendent, and several parents. Diane Steuhmer, Title I Consultant from NDE, was also involved in the development of the original school wide planning for Holdrege Public Schools.</p>

Paraprofessionals also participated in developing the plan. In subsequent years, the Plan has been evaluated and adjusted by a local selfevaluating team including administrators, teachers, parents, a school board member and paraeducators in an effort to continually improve the program to meet student needs.

The Title I Schoolwide Plan is a part of the Holdrege Public School District School Improvement Process. In Spring 2015, Holdrege Public Schools chose a district school improvement goal of improving reading for all students in all curricular areas. We concluded this goal in March 2019 with our accreditation visit. Holdrege Public Schools will be choosing a new goal. We used parent surveys, parent and community input as part of our decision making. Parent members are on our School Improvement Steering Committee and participate in planning meetings each year. Title I Plans are presented to the School Board at a school board meeting each spring.

Parent surveys were also used to get parent insight on climate and how the school is meeting the needs of the students. The surveys were sent out electronically to all parents. If parents did not have a computer at home, a school computer was made available for them to complete it during parent teacher conferences.

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.

Holdrege Elementary School is accredited by the State of Nebraska through the Nebraska Frameworks, Holdrege Public Schools just completed the 5 year cycle. Half way through the five year cycle, Holdrege Public Schools switched from AdvanEd/NCA-CASI accreditation standards to Nebraska Frameworks. With this accreditation, we used the AdvanEd/NCA-CASI standards model in the development and implementation of our School Improvement Plan and continued those same standards to meet the Nebraska Frameworks standards. The goal is improving reading for all students. The Title I goals, staff, and resources are part of the School Improvement Plan, as are all other programs offered at Holdrege Elementary School. We completed this goal cycle in March 2019. The goal was Improving Reading for All Students. Holdrege Public Schools will be choosing a new goal and Title I goals will follow the school improvement goal chosen by the district. Teachers in Holdrege Public Schools have been trained in the Marzano Strategies. This has been a major focus to improve classroom instruction for all students. Teachers choose their individual classroom goals based on these strategies.

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.

Holdrege Elementary School is presently in the process of collecting, reviewing, and analyzing assessment data to prioritize academic decisions. Students will be assessed using the NSCAS -Reading and Math state assessments. Curriculum Based Measurements using probes from DIBELS. DIBELS data is reviewed monthly by the RtI team to make decisions about student needs for reading. Beginning in 2010-11 students are assessed with Measurement of Academic Progress (MAP Assessment). MAP Assessments are given twice a year. Students who enroll in the school after the fall administration are given the MAP Assessment to determine their instructional needs. The data is used to help differentiate instruction for the needs of students in the classroom and small group instruction. In 2015-2016 Holdrege Elementary School adopted Saxon Math to meet more of the needs of students who require hands-on Math strategies. Also, our ELL students have begun the EL Achieve learning program to meet more of their language needs.

Instructional strategies based on scientific research will be implemented to provide additional assistance to targeted populations and individual students failing to make progress or at-risk of failing to make progress on a timely basis. As part of the RtI plan and Title I plans Holdrege Elementary School will be using DIBELs to administer probes in academic areas which will norm individual student achievement. Instructional strategies based on scientific research are being used at Holdrege Elementary School. Some of the interventions being used are additional small group guided reading instruction, pre-teaching, and specific classroom skills, Corrective Reading and Reading Mastery programs for the most at risk, Phonemic Awareness activities, story mapping, SoundPartners, and Computer assisted instruction through Compass Learning Odyssey. The Title I teacher also meets with small groups of at-risk students to work on hands-on math instruction.

Holdrege Elementary School employs a full time Guidance Counselor who not only teaches guidance to all students but meets with small groups and individuals to help with help meet student needs.

Teachers in Holdrege Public Schools have been trained in the Marzano Strategies with in district traininigs and professional development days with Dr. Phil Warrick. This has been a major focus to improve classroom instruction for all students. Teachers choose their individual classroom goals based on these strategies and needs of students.

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>All paraprofessionals employed at Holdrege Public School meet the ESEA requirements. They are provide with ongoing training for paraprofessionals and are included in some of the professional development activities provided for certified staff members. If paraeducators do not have the college credit hours required, they are given the ParaPro Assesment and must meet the qualify score for Nebraska. They participate in on-site profesional development activities and an online trainings each year.</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Professional development is highly valued at Holdrege Public Schools. There are 4 days in the school calendar devoted to in-service-days. Also, all teachers meet weekly in Friday Afternoon Collaboration Tlme groups (FACTs). This provides a time for the staff to receive training, work on assessments, and work on School Improvement. Faculty members are also encouraged to attend workshops that are related to school improvement goals and the improvement of teaching and student learning. Teachers and paraeducators have been trained in Direct Reading Instruction and interventions, and Reading Mastery, Corrective Reading, and Sound Partners as well as Saxon Math trainings.</p> <p>Teachers in Holdrege Public Schools have been trained in the Marzano Strategies Dr. Phil Warrick came to Holdrege Schools twice and our entire district went to another school to participate in workshops under his leadership. Teachers were trained in the Marzano Elements and Strategies. Teachers have also been trained in reflective practices and Instructional Rounds to improve their classroom instruction. This has been a major</p>	

focus to improve classroom instruction for all students. Teachers choose their individual classroom goals based on these strategies and needs of students.

5. Strategies to increase parental and family engagement

5.1	<i>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.</i>
<p>Parents and patrons of Holdrege Elementary School were given multiple opportunities to be actively involved in developing and implementing the school-parent compact. We have small group of parents who are involved in the Title I Planning They also review the Title I compact with the committee. All students receive this in fall and it is pointed out to parents at Back-to-School Night. It is also available on our school website. New students who arrive throughout the year are given this in their new student packet. This is reviewed again at our Fall Parent meeting.</p>	
5.2	<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>Holdrege Public Schools has developed a parent policy that meets the Title I requirements. The policy was developed with input from Title I parents and is reviewed annually with parents. The Holdrege Public Schools Parent Involvement Policy and the Parent Involvement Plan is attached and the Student-Parent Learning Compact in Spanish and English are attached The Title I Parent and Family Engagement Policy and Procedure is also in the the Holdrege Elementary Handbook that parents must sign off on this.</p>	
5.3	<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>Parent teacher conferences and Title I parent meetings were some of the opportunities parents and patrons had to be involved. Each year all parents are given materials on Title I. Opportunities such as Title I Parent Meetings and other presentations are given to parents to make them aware of the Title I offerings. Each year the Title I Program partners with our Parent Teacher Organization to have a reading and family carnival night where parents are given information and free materials regarding strategies to use at home to promote reading with their children. Students are given free books to take home. We pair the Reading Fun Night with the Fall Parent Meeting to increase attendance. Prior to this change, we had a small attendance. We also have had a lunch time meeting with parents to share our reading program. We intend to add a Math Fun Night next year. The ELL translator present at all parent meetings and available to translate. All materials handed out at the meetings are printed in Spanish as well.</p>	

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
<p>Holdrege Public Schools works in cooperation with Head Start, Holdrege Public School Preschool, and other community preschool programs. Kindergarten and special education teachers meet with the staffs of the preschool programs to exchange ideas and information regarding students. The Holdrege Public School Preschool teacher, who also serves the special education needs for the Headstart program, meets weekly in Friday Afternoon Collaboration Time groups (FACT) which includes the kindergarten teachers, which focuses on</p>	

student needs. Preschool parents are invited to attend a meeting in February prior to introduce school information to parents of incoming fall kindergarteners. Children are invited to the elementary school's Kindergarten Visitation Day in April to make the transition to Kindergarten a positive experience. Back to School Night is done each fall prior to the start of school so students and parents can meet teachers and visit classrooms. Transition between elementary grades, K-4, is done in an informal manner. New students who come in throughout the year are given a tour of the new school by the principal or counselor prior to students starting in school. Parents and students are given paperwork that was given to students to all students at the beginning of the year. When they begin school teachers assign a student to assist them as they adjust to the school. If students had taken MAP or Dibels in their previous. we can use the scores from their previous school to help in their placement. If not, we give students a DIBELS Assessment and MAP Assessment if near our MAP Assessment window. AIMS WEB is given in the area of Math if needed. We also talk with the previous school to give students the smoothest transition possible.

6.2	<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). Provide supporting documentation in the corresponding folder.</i>
<p>There are formal transitional activities that take place before the fourth grade goes to the Middle School. The orientation includes students being given a tour of the building, meeting with the guidance counselor, principal, teachers, and a parent meeting. The school counselor teaches career education classes to all students. Back to School Night is done each fall prior to the start of school so students and parents can meet teachers and visit classrooms.</p>	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below describing 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.</i>
<p>Holdrege Elementary School has set the amount of reading and math time for Elementary classrooms as 90 minutes. The reading time is uninterrupted. All intervention times are outside of the reading and math times so that students receiving core instruction do not miss out of any instruction. Also we instruct teachers to teach bell to bell. Our reading coaches also work with teachers to make sure that teachers ensure this as well. Special classroom instruction such as PE, Art, etc, do not interrupt the time set aside for core instruction. We also offer a Before School Study time for students before school each day so that students who need to catch up on unfinished work or work that needs to be redone can be done with the aid of a paraprofessional. Many of our students arrive early to school and cannot stay after school due to parents schedules. The Before School Study time accommodates student and parent needs. Any student who receives an intervention is served outside of the core instruction time. We will offer a Summer School to students as well.</p>	

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

8.1	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Title I, High Ability Learning, Special Education, Poverty, and Local District funds are used to improve student achievement. Holdrege Elementary School employs a guidance counselor and school psychologist to help meet the needs of all students, especially at-risk students. The local YMCA offers an after school program and other</p>	

programas for students. The school partners with the YMCA. Buisnesses also partner with the school to support the achievement of all students. ESU 11 and Holdrege Public Schools support high ability learners with programs such as Invention Convention and Battle of the Books.