

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:		Homer Community School District	
County Dist. No.:		22-0031	
School Name:		Homer Elementary	
County District School Number:		22-0031-002	
School Grade span:		K-6	
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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____	
School Principal Name:		Lora Crowe	
School Principal Email Address:		loracrowe@homerknights.org	
School Mailing Address:		P.O. Box 340 212 S. 3rd Street Homer, NE 68030	
School Phone Number:		(402)698-2377	
Additional Authorized Contact Person (Optional):		Lark Rich	
Email of Additional Contact Person:		larkrich@homerknights.org	
Superintendent Name:		Gregg Cruickshank	
Superintendent Email Address:		greggcruickshank@homerknights.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>
Krystal Stevensen Lora Crowe LarkRich Triece Krause Abbi Uhl Taylor Selig-Verdoorn _____ _____ _____ _____ _____ _____	<u>Parent</u> <u>Administrator</u> Title 1 Teacher Special Education Teacher Fifth Grade Teacher Paraprofessional _____ _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 389	Average Class Size: 15	Number of Certified Instruction Staff: 41
Race and Ethnicity Percentages		
White: 78 %	Hispanic: 6 %	Asian: 1 %
Black/African American: 0.3 %	American Indian/Alaskan Native: 14 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0.3 %
Other Demographics Percentages		
Poverty: 46 %	English Learner: 0.7 %	Mobility: 5.98 %

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

*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>Homer Community School uses a systematic approach when looking at data to drive our decision making. We look at data for students who are not only failing or at risk but those who meet and exceed academic standards. Data is reviewed at specific times throughout the school year to impact instruction such as but not limited to biweekly PLC's, staff development days, and Student Assistant Team meetings.</p> <p>Norm-referenced tests are given to students in grades K-6th grade. Kindergarten through sixth-grade takes the NWEA MAP test two times a year. The results are communicated to parents at conferences and analyzed by staff. The data is analyzed by grade level and by individual students.</p> <p>Teachers are encouraged to attend workshops at ESU#1, and other outside agencies to help meet the needs of students who are not only failing, or at risk but also those who are meeting the state standards.</p> <p>All students in grades 3-6 take the NSCAS Math and Reading test annually. All fifth-grade students take the NSCAS science test. The results are communicated to parents at conferences and analyzed by staff. Beginning the second semester, teachers use TestWiz every week to help students prepare for the state assessment. Those results are used to make decisions based on whole class performance as well as individual student needs.</p> <p>Homer Community Schools uses AIMS WEB Plus, a Universal Screening tool for all students in grades K-2 and students who are part of the Student Assistant Team or SAT team. This year the benchmark test was given during the winter and will be offered again in the spring. The staff participates in training opportunities when available based on teacher need. All students who fall below the 25% are being progress monitored every week.</p> <p>All elementary teachers set SMART Goals. SMART goals are based on the current reality of our students and what we want them to achieve. If a SMART goal is met during the year, teachers will shift their SMART goal and create a new goal based off of the current data.</p> <p>Supporting Documentation:</p> <ol style="list-style-type: none">1. Sample SMART Goal2. AIMS Web Plus Progress Monitoring3. AIMS Web Plus Benchmark Graph4. Sample Class TestWiz5. Sample Classroom MAP Data Page6. Specials Schedule with PLC Times7. Staff Training List8. School Calendar with Professional days9. NSCAS Grade Report	

1.2	<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>Homer Community Schools is an AdvancED accredited school. Through this process, a survey was provided by AdvancED to our parents, students, and stakeholders. Parents had the option to complete the survey at home or during parent-teacher conferences. The surveys are anonymous. The surveys were also posted on the school website. The results were communicated to the school leadership team for analysis and decision making.</p> <p>Supporting Documentation:</p> <p>1. AdvancED Survey Results</p>
1.3	<i>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.</i>
	<p>The school improvement process is ongoing at Homer Community School. District goals include 1) All PK-12 students will improve achievement in reading comprehension 2) All PK-12 students will improve achievement in mathematics and 3) All PK-12 students will learn appropriate positive behaviors for school as well as life-long behavior skills.</p> <p>Grade level teams have a common plan time known as PLC time once a week. Classroom teachers meet biweekly with the Title I Teacher, Special Education Teacher, School Psychologist, and an Administrator to examine student needs based upon classroom assessments. These teams look at the group and individual student needs, review students who are receiving researched based interventions and monitor student progress toward student goals and how they align with the school improvement goals.</p> <p>Teachers set SMART Goals after looking at student data from fall MAP benchmark assessments. Teachers analyze data and decide what goals are reasonable to obtain. These goals are discussed at PLC's and the Title I Teacher and SPED Teacher assist in helping achieve these goals through instruction.</p> <p>The Student Assistant Team (SAT) is responsible for setting up the interventions and assessment schedules for all students. The team is a problem-solving team which attempts to uncover the underlying reasons why a student might be experiencing academic or behavioral difficulties. The team meets every week. The team also assists students who are significantly above their academic grade level. The SAT team also oversees the Title I and Special Education paraprofessionals, as well as others who carry out the reading intervention programs. They also provide training and coaching to staff for the reading interventions used, collected, monitored, and analyze assessment data. The SAT team also uses assessment data from AIMS Web Plus, MAP, SRA Decoding and Early Interventions in Literacy as well as teacher consultation to determine and monitor student placement. The team collaborates with teachers to provide an additional support system for all levels of readers.</p> <p>Homer Community Schools is in year one of implementing Multi-Tiered System of Supports also known as MTSS. This year the area of focus is on reading. Classroom teachers are working on making the core reading curriculum from Journey's stronger. Title I interventions have switched from using Leveled Literacy Instruction (LLI) to using SRA Corrective Reading Decoding Strategies. The Special Education department is also using these resources as well.</p> <p>Supporting Documentation:</p> <p>1. Specials Schedule showing common plan time and PLC time</p> <p>2. Sample SMART Goal</p> <p>3. SAT Interventionist Schedule</p>

4. Paraeducator Schedule
5. Title I Schedule
6. SAT Referral Form
7. School Improvement Plan
8. MTSS Document
9. SRA decoding Student Graph
10. Sample student workbook page SRA
11. Intervention Log
12. Staff Training list

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.

Homer Community School offers several programs to help assist students who are at risk of not meeting the challenging state academic standards, as well as programs for those students who are meeting or exceeding. The following programs are currently offered to our students.

Second Steps Guidance Curriculum:

Every student in grades K-6 has weekly guidance sessions using the Second Steps Curriculum. This program is designed to give lessons to students in social-emotional learning. It is a holistic approach that helps create a more empathetic society.

Before or After School Tutoring:

Students in grades 3-6 have the opportunity to participate in before or after school tutoring. Students are recommended by their classroom teacher and individual data from assessments such as MAP, AIMSweb, and NSCAS are used to further recommend students for this program. During tutoring time, students are provided instruction on skills or concepts they may be lacking in the areas of reading and math.

Title I Reading Interventions:

Students in grades K-6 are selected for the Title I reading program based on individual scores below the 25% percentile on MAP reading, AIMSweb Plus data and teacher recommendations. Students have instruction for 20 minutes a day in a pull-out program. During this time, students receive the research-based intervention program SRA Decoding Strategies in grades 2-6 or Early Interventions in Reading (EIR) in grades K-1.

Individual Counseling Sessions:

Homer Community School has a full-time school psychologist and guidance counselor that provide individual counseling sessions to students in need.

Jump Start Summer School:

Jump Start Summer School is a program that provides students instruction in reading and math. The program begins a month before the start of the new school year. Students are chosen for the program based off of these four criteria 1) Not meeting the 50% percentile on MAP 2) Below grade level in guided reading 3) Falling in the at-risk category on AIMSweb Plus and 4) Teacher recommendation.

Student Assistant Team Interventions:

A SAT interventionist provides instruction to students who are in the SAT program. The interventions provide services to students in all academic areas as well as for behavioral needs. Data is collected and discussed at SAT meetings every week with the team as well as parent-teacher conferences with the parents. Students who are in the SAT program are progressed monitored.

Enrichment:

The enrichment program is offered to students in grades 3-6. Students must meet these areas to qualify 1) Individual NSCAS data must meet College and Career Ready Benchmarks in either ELA, Math or Science 2) Individual MAP scores are in the 90th percentile or above.

At Home Reading Program:

Our school provides a month-long At Home Reading Program. Students record the number of minutes they read nightly at home on a calendar. The Title I teacher collects the calendars and adds up the minutes at the end of the month.

Speech Pathologists:

Homer Community Schools has a speech pathologist from ESU1 providing services speech services to students in need four days a week.

Supporting Documentation:

1. Sample Second Steps Guidance Curriculum
2. Parent Tutoring Letter
3. Title 1 SRA Decoding Student Graph
4. School Psychologist Daily Schedule
5. Interventionist Schedules
6. An Enrichment Parent Letter with Corresponding Dates
7. April Reading at Home Calendar and Parent Letter
8. Sample Progress Monitoring Student Graph
9. Summer School Parent Letter
10. Intervention Student Log
11. Speech Pathologist Schedule

3. Qualifications of instructional paraprofessionals

3.1

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.

All paraprofessionals at Homer Community School meet the ESEA/ESSA requirements of having a high school diploma and either 48 semester credit hours or equivalent from an accredited college, an associates degree or have passed one of the state-approved assessments. The school district provides training sessions for the paraprofessionals through Project Para as well as specialized training such as Early Interventions in Reading and CPI. Paraprofessionals receive ongoing training just for paras as well as all of the school staff.

Supporting Documentation:

1. Staff List

4. High quality and ongoing professional development

4.1

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.

Professional development at the district level is based on the district's school improvement goals, student's needs as identified through data analysis, and staff needs. Input from certified and non-certified staff are taken into consideration. Days are embedded into the school calendar and added as necessary. We utilize late start professional development days every month.

Administrators and the District Leadership Team make determinations about the professional development opportunities that are brought to the district, the teachers, and staff members who may attend outside the building. Funding for professional development comes from some sources including the general fund and federal funds.

District representatives attempt to be proactive in the scheduling of professional development activities by listening to the needs of staff. Communication takes place to determine the highest professional development needs. All staff, including professionals, received training on emergency preparedness. Other areas of focus include implementing more technology into student learning, canvas training, MTSS and reading intervention training.

The school district, through ESU #1, trains all new staff members in APL strategies. All newly certified staff members attend five days of APL training during their first year of employment with the district.

All new staff members, including some paraeducators, have been trained in CPI.

All new staff members to the Homer Community School District are assigned a mentor teacher. The goals of the mentoring program are to provide support in classroom management and effective teaching techniques, to reduce the difficulty of the transition into teaching in our district, and to maximize the retention rate of highly qualified teachers. The mentor is a veteran teacher matched with a teacher outside of their grade level. The mentor teacher and the mentee meet every month to address a wide variety of topics.

All staff have been trained in how to prevent blood born pathogens, asthma, suicide awareness and the signs of child abuse. Some staff members have been trained on how to use the TIPS reporting system; a system that students, staff, community members and parents may use to report things such as bullying issues. Some staff have also been trained as certified medication aids to administer medication to students while they are on field trips or school-sponsored activities.

Supporting Documentation:

1. Staff Training List
2. School Calendar Showing Dates for School Improvement
3. New Mentor Meeting Sheet
4. New Mentor PowerPoint Presentation
5. New Mentor Welcome Back Meeting
6. Follow Up Mentor Meeting Notes
7. CPI Certification Letters
8. Bloodborne Pathogens Certification

- 9. Medication Aid Certificate
- 10. Suicide Awareness Prevention Sheet
- 11. Child Abuse Certificate

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>The School-Parent Compact was jointly developed by teachers, parents and school administration. The contract is reviewed annually at the fall Title I Family Meeting, and parent input is taken into consideration when revisions are necessary. The Parent Compact is distributed to parents to sign at the fall parent-teacher conference night. The following week, teachers and students sign and return to the Title I teacher. All forms are kept in the Title I teacher's office and are referred to as needed.</p> <p>Supporting Documentation:</p> <p>1. School-Parent Compact</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>Annually, at the beginning of the year, parents receive the Homer Community School Student Handbook. The handbook includes our parent policy. The handbook with the parent policy included is updated yearly and approved by the Board of Educations before the start of the next school year. All parents and students acknowledge the handbook by providing a written signature. A copy of the student handbook can be found on our website under the Parent/Student Info tab at www.homerknights.org. This information is shared with parents at the annual Title I reading event.</p> <p>Supporting Documentation:</p> <p>1. Student Handbook</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>The annual Title I Parent meeting was held on Wednesday, October 31st, 2018. Flyers were sent home with current students in grades PK-6, the event was also advertised on the school's electronic sign and the school's Facebook page as well as the school calendar on the school's webpage. The meeting was held in the school gym. During this meeting, a PowerPoint presentation was shared with parents explaining what a schoolwide Title I program is, what curriculum is used, what assessments are given and to whom. Learning compacts were shared and explained as well as the Title I parent engagement policy. Feedback and suggestions were welcome. There was also a question and answer session in which parents could give feedback or ask questions if they had any. The elementary principal, as well as the school superintendent, attended the meeting. After the meeting, parents were invited to stay and enjoy an afternoon of reading fun with students at our annual Halloween Read-In. After the event was held, paras who assisted with the event, the Title I teacher, and the elementary principal met and preplanned for the next year.</p> <p>In the spring another all school Title I reading event was held. On Monday, March 4, 2019, students shared in many fun activities involving Dr. Seuss's birthday. Students were treated with cookies, bookmarks, and green</p>	

eggs and ham for lunch. At the end of the day, students were matched with different grade level classrooms to read for 20 minutes.

In April, another Title I reading event will be held. Students will participate in the all-school reading program. This program is a one-month long program. Students will be encouraged to read at least 20 minutes at home every night. Students will be asked to write down the numbers of minutes read each day on a reading calendar. Parents will verify minutes read each night by initialing each day a student reads. At the end of the month, a parent signature will be needed. Students will return the calendars at the end of the month. Prizes will be given to students who read the most amount of minutes during the month. Parents will be invited in during the monthly Pride Assembly to hear the winner announced and to attend the winning class party.

Supporting Documentation:

1. Fall Read in Invitation to Parents
2. Copy of School Website Calendar with the Events
3. Agenda for Parent Meeting
4. Parent Sign-in Sheet
5. Parent Handout on Reading
6. PowerPoint Presentation
7. Pictures of Presentation/Parent Meeting
8. Follow-Up Meeting Notes
9. Dr. Seuss Parent Letter
10. Copy of Bookmarks Students Received
11. Sweet Treat Reading Letter to Parents

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>Homer Community School holds a spring Kindergarten Round-Up which includes a parent informational meeting and a visitation day for students. This information is sent home with our current preschoolers as well as advertised in the school newsletter and mailed to in-district residents. On the day of round-up, parents will have a parent meeting while the students enjoy a tour of the school, have their hearing checked, and take part in an activity in the kindergarten classroom.</p> <p>At the beginning of the school year, kindergarteners and their parents are encouraged to attend an open house to acclimate students to their new environment. Paraprofessionals are employed to assist kindergarten classrooms in helping students acquire the academic and social skills needed to be successful. Individual student information is received from preschool programs when available.</p> <p>Supporting Documentation:</p> <ol style="list-style-type: none"> 1. Kindergarten Round-up Parent Letter 2. Open House Invitation 3. PowerPoint 4. Agenda of Duties
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</i>

	<i>School, Middle School to High School, High School to Post Secondary Schooling or Career). Provide supporting documentation in the corresponding folder.</i>
<p>To help assist in the transition from Elementary to Junior High, Homer sixth-grade students have an orientation meeting usually held in March or April. The meeting is held during the school day and usually lasts half an hour. During this time, the school guidance counselor will describe what a typical day in junior high is like, general rules and expectations, and question and answer time. After the meeting, current sixth-grade students are matched with current seventh-grade students. The sixth-grade students then shadow their seventh-grade student on their assigned day. The process allows them to be familiar with the junior high schedule, staff, and classroom arrangements. Sixth-grade students are all given a survey to fill out. These surveys are given to junior high school teachers.</p> <p>Homer Community School holds different class registration nights. During this night, incoming 7-12 grade students and parents are encouraged to come and sign up for next year's classes. Class registration nights are usually held in late March to early April.</p> <p>Homer Community Schools holds an annual open house night in August before school starts. All students, parents, and stakeholders are encouraged and welcome to attend.</p> <p>Supporting Documentation:</p> <ol style="list-style-type: none"> 1. Sample 6th Grade Survey and Shadow List 2. Open House Invitation 3. Class Registration Night 	

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>The Homer Community School District offers many opportunities for students to extend their learning during the day, after school, and during the summer. Staff members collaborate to determine areas of need and plan opportunities to meet those needs. Some of the areas include the following.</p> <p>Tutoring: Tutoring is offered before and after school on Monday, Tuesdays, and Thursdays. During this time students receive instruction in the areas of math and reading.</p> <p>Jump Start Summer School: Summer School is a three-week program that begins at the end of July and the beginning of August. Students are instructed in the areas of math and reading.</p> <p>Interventionists: Paraprofessionals offer students opportunities to complete assignments during the day as well as provide targeted interventions.</p> <p>4-H Opportunities: Angela Abts from the Dakota County Extension Office provides instruction in Robotics and coding to students in many different grades.</p>	

At Home Reading Program:

The program will be a one-month reading challenge this year. Students will be asked to read at least 20 minutes outside of the school day. Students will keep track of the minutes they read at home on a reading calendar. Parents will initial each night a student reads. At the end of the month, a parent signature will be required. These calendars will be turned into the Title I reading teacher at the end of the month. The number of minutes each student and each class reads will be tabulated. Prizes will be awarded to the student who reads the most minutes and the class that reads the most minutes. Parents will be invited to the Pride Assembly to see who wins the award. Parents will also be invited in to help celebrate with the class that reads the most minutes in one month.

Enrichment:

3rd-6th-grade students participate in learning activities presented by outside speakers on topics such as STEM, Robotics, and Spelling Bees.

Summer Reading Challenge:

All students were sent home a reading challenge to complete during the summer. Students were awarded prizes for reading different amounts. Students returned the reading sheets to the Title 1 teacher at the beginning of the school year.

Monthly Pride Assemblies:

The first Wednesday of the month a Pride Assembly is held. Classroom teachers, Title 1 teacher and the Special Education teacher present awards to students based on the three rules: Be safe, Be Responsible and Be Respectful. Parents are invited in to watch their children receive the award. At this celebration students and staff who have birthdays during the month are announced, and they receive a birthday pencil from the principal.

Supporting Documentation:

1. Tutoring Parent Notes
2. Summer School Parent Note
3. 4-H Flyer Describing a Robotic Activity
4. Pride Assembly pictures
5. At Home Reading Challenge Parent Letter
6. Enrichment Parent Letter
7. Enrichment Schedule

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

8.1

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.

The Homer Community School District blends money and services to provide quality experiences and resources for students. Funding sources include, and are not limited to, the general fund, ESSA funds, special education funds, and federal grants.

Many supplemental resources are available for teachers to use with students to improve learning and attain district goals. These include computer software, supplemental texts, parent involvement materials, and manipulatives. Often these resources are purchased through general funds, federal grants, or special

education funding sources. REAP funds are used to provide supplemental technology to support student's learning. Technology such as computers, iPads, Doc Cameras, and Digital Panels are used.

Staff members work to remain current with the latest trends in the education profession, as well as, evidenced-based strategies. Professional libraries have been created that teachers can use as a resource. The district's professional libraries are continuously being updated.

In addition to classroom teachers, other certified staff, non-certified members, a Title I teacher, and paraprofessionals are employed to provide needed services for students. Students receive services from special education teachers, counselors, health professionals, and paraprofessionals. Various funds are used for this support including the general fund, special education, and flex funding.

Paraprofessionals work with students to provide support in classrooms. Regular education and SPED paraprofessionals assist teachers and students throughout the school day. Several paraprofessionals are employed at the elementary level. Various funding sources are used to provide these services.

Supporting Documentation:

1. General Budget
2. Grant Application
3. Board Minutes Approving Funds