

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 Schools
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:	Gregg Cruickshank
School Principal Email Address:	greggcruickshank@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 Gregg Curickshank Abbie Uhl Kari Morgan Hollie Waldee Lark Rich Triage Krause _____ _____ _____ _____ _____	<u>Parent Administrator</u> Fourth Grade Second Grade Para Title 1 Director Elementary Special Education Teacher _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 430	Average Class Size: 15	Number of Certified Instruction Staff: 41
Race and Ethnicity Percentages		
White: 73 %	Hispanic: 6 %	Asian: 1 %
Black/African American: 1 %	American Indian/Alaskan Native: 17 %	
Native Hawaiian or Other Pacific Islander: 2 %		Two or More Races: 4 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 47 %	English Learner: 2 %	Mobility: 3 %

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

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 monthly PLC's or PLT's, staff development days, Mutlie Tiered Systems of Support (MTSS) leadership and team meetings and Student Assistant Team meetings.</p> <p>Norm-referenced tests are given to students in grades K-6th grade. Kindergarten-Second takes AIMS WEB PLUS three times a year and 3-6 grade takes the NWEA MAP test two times a year as well as the oral reading fluency assessment on AIMS WEB PLUS three 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 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 an oral reading screener for students in grades 3-6. This year the benchmark test will be given three times a year in August, December and May. Students are then placed in groups for intervention, on grade level and above grade level groups. 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>The MTSS Core Leadership team consisting of the Elementary Principal/Superintendent, School Psychology, Elementary Special Education Teacer and the Title 1 teacher meets on Tuesdays to look at AIMS WEB PLUS data to make decisions. The core leadership team meets after each benchmark testing session to see which students have fallen into the intervention block or those students who have reached the goal and can be exited from intervention. The intervntionist are also consulted when needed. During these meetings they focus on looking at AIMS WEB PLUS progress monitoing data and discuss if we see problems or students who are progressing and making progress. The MTSS team composed of classroom teachers, School Psychologist, Title 1 teacher and administration meet periodically to make decisions based on this data as well as decisions on how to strenghten the regular classroom core, what they are seeing as areas of need or areas of strengths, and other topics as needed.</p> <p>This year, Homer Community School has has used early out days for data analysis. During this time the elementary classroom teachers in grades 3-6, 7-12 ELA and math teachers, Elementary and High School special</p>	

Education teachers, Title 1 Teacher and administration meet to discuss data. This time was used to look at student progress on state assessments and MAP data. Teachers got into groups and discussed students strengths and weaknesses, looked at data from last years test to this years test, discussed what need to be strengthened in the core.

Supporting Documentation:

1. AIMS Web Plus Progress Monitoring
2. AIMS Web Plus testing Schedule
3. AIMS Web Plus Tier Transition Chart
4. Sample Class TestWiz
5. Sample Classroom MAP Data Page
6. PLT times, and notes
7. Staff Training List
8. School Calendar with Early Out Days for professional development
9. NSCAS Grade Report
10. On and above grade level groups
11. Intervention charts
12. Colored Coded Data chart
13. Data anlysis strengths and weakness paper
14. MTSS team meeting Notes

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.

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.

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.

Homer Community School has built in early out dismissals on designated Wednesdays for the current school year. This time is used for collaboration between classroom teachers, the Title I Teacher, Special Education Teacher, School Psychologist, Interventionists, and administration 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. On some days, groups of teachers have meet to discuss student needs by looking at data. They discuss students progress from year to year, what is going well and what need to be changed.

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 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.

Homer Community Schools is in year two of implementing Multi-Tiered System of Supports also known as MTSS. This year the area of continued focus is on reading. Classroom teachers are working on making the core reading curriculum from Journey's stronger. All classrooms are using Journey's lesson maps. Emphasis is also being put on getting students to answer in unison, and error correction procedures. The elementary now has a master schedule that allows for a 90 minute uninterrupted reading block for all grade levels. Homer Community School now has a designated 45 minute Intervention block know as Knight Time for each grade level first through sixth. All Kindergarten students are receiving an intervention using the curriculum Early Interventions in Reading for a rotation during small group time. For First through Sixth grade during this time, students who fall below the 25% are receiving intervention using a researched basesd curriculum . The students who are on or above grade level are receiving either an intervention or enrichment with the classroom teacher. Resources that are being used for intervention included: Early Interventions in Reading (EIR), SRA Corrective Reading Decoding,REWARDS, First Grade PALS,K-PALS, Read Naturally and novel studies. The Title 1 Teacher provides services to students in small groups ranging between 1-6. The Title 1 Teacher also provides additional services to kids who need additonal support outside of the reding block.

Homer Community schools hold quartley Pride Assemblies. Selected students are nominated by school staff and will receive an award. Students can be nonimated based on demonstarting behavior that followd the three school rules: be safe, be respectful and be responsible.These students get to sit in the Very Important Section (VIP) and are chosen to particiapte in the activites during the assembly. A note is sent home notifying parents and encouraging them to attend the assembly.

Supporting Documentation:

1. School calander
- 2.Pride Assembly dates
3. Pride Assembly parent letter
4. Color coded data chart
5. SAT Interventionist Schedule
6. Read Naturally Student graph
- 7.Title I Schedule
8. SAT Referral Form
9. School Improvement Plan
- 10.MTSS Plan
11. SRA decoding Student Graph
12. Elementary master schedule and early out schedule
- 13.. On/Avobe grade level chart
- 14.. Staff Training list
15. Color coded chart

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.

Knight Time reading intervention block:

Students in grades first through sixth grade are selected for the Knight Time reading intervention based on individual scores below the 25% percentile on AIMS WEB PLUS and AIMS WEB PLUS oral reading fluency. Students have instruction for 45 minutes a day in a pull-out program. During this time, students receive the research-based intervention program SRA Decoding Strategies level A, B or C, REWARDS, or Early Interventions in Reading (EIR). All Kindergarten students are receiving intervention during one of their small group reading rotations.

Nebraska Reads Act:

All students in grades K-3 are tested using a norm reference test three times a year. Students who are identified as having a reading deficiency are placed on an individual reading improvement plan.

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. Dates and times are yet to be set for this summer.

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 with classroom teachers as needed and at parent-teacher conferences with the parents. Students who are in the SAT program are progressed monitored, and parents receive progress reports.

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 5-6 month 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 minutes up at the end of the month and shares with students and staff.

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. Reading Olympics Parent letter, sample calendar, sample medals and certificates
8. Sample Progress Monitoring Student Graph
9. Summer School Parent Letter
10. Sample EIR and SRA Decoding log
11. Speech Pathologist Schedule
12. Sample Nebraska Reads Plan

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
2. Sample Project Para Certification
3. CPI training card

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. Some staff members will be trained later this month in CPR and first aid.

Supporting Documentation:

1. Staff Training List
2. School Calendar Showing Dates for School Improvement
3. New Mentor Staff Traing Adgenda
4. CPI Certification Letters
5. Bloodborne Pathogens Certification
6. Medication Aid Certificate
7. Suicide Awareness Prevention Sheet
8. 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: 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: 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 Thursday, October 31st, 2019. 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, teachers and paras provided oral feedback to the Title 1 director on how to improve the event.</p> <p>In the spring another all school Title I reading event will be held. On Monday, March 2, 2020, students will participate in many fun activities for Dr. Seuss's birthday. All elementary classes will be partnered up with another class and enjoy 20 minutes of reading fun.</p> <p>Another Title I reading event will be held in April. Students are participating in the all-school reading program. This program is taking place from November-April. 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. Students who read 300-400 minutes will earn a bronze medal and certificate, students who read 400-500 will receive a silver medal and certificate and students who read more than 500 minutes per month will receive a gold medal</p>	

and certificate. The total minutes read and certificates for each class will be displayed in the elementary hallway. Parents will be invited in during the quartley Pride Assembly to hear the winner announced and to see the final closing ceremonies.

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
10. Dr. Seuss Parent Letter
11. Copy of Bookmarks Students Received
12. Reading calander
13. Reading Olympics Parent letter
14. Reading Olympics sample medals and reading certificate

6. Transition Plan

6.1	<p><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>
<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 	
6.2	<p><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>
<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</p>	

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.

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.

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.

Supporting Documentation:

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

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.

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.

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.

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.

Interventionists:

Paraprofessionals offer students opportunities to complete assignments during the day as well as provide targeted interventions.

At Home Reading Program:

The program will be a 5-6 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 as well as the medal counts. The total minutes the classes read along with the medal count will be displayed in the elementary hallway. Medals and certificates will be awarded to students who have read a designated amount of minutes each month. Parents will be invited to the quarley Pride Assembly to see who wins the award.

Enrichment:

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

Quartley Pride Assemblies:

Pride Assemblies will be held on a quartley basis this year. 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. Students who are selected to receive the awards will sit in the Very Improtant Person Section. These students will be picked to participate in games and fun activities through the year.

TeamMates Mentoring Program:

Homer Community School is in the first year of having a TemMates mentoring chapter. TeamMates is a one on one mentoring program for all students in grades 3-12. Males are matched with males and females are matched with females based on personalities and interests. Students and there mentors meet once a week to build a positive relationship to help them reach their full potential.

Supporting Documentation:

1. Tutoring Parent Notes
2. Summer School Parent Note
- 3.Pride Assembly pictures
- 4.Pride Assembly criteria note
5. Homer Reading Olympic Parent Letter
- 6.. Enrichment Parent Letter
7. Enrichment Schedule
8. TeamMates Mentoring Progream information

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