

Title I Schoolwide Plan Cover Page

District Name:	Homer Community Schools
School Name:	Homer Elementary School
County-District-School Number: <i>XX-XXXX-XXX</i>	22-0031-002
Grades Served with Title I-A Funds: <i>(PK is rarely served)</i>	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 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:	Abbie Uhl
School Principal Email Address:	abbieuhl@homerknights.org
School Mailing Address:	PO 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

Date Reviewed: 3/20/2024

Submit Cover Page to (rhonda.wredt@nebraska.gov), at NDE Federal Programs Office by May 1st.

<p align="center">Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center">Abbie Uhl Samantha Johnson Lark Rich Katie Scott Katie Curry</p> <p align="center">_____ _____ _____ _____ _____ _____</p>	<p align="center">Titles of those on Planning Team</p> <p align="center"><u>Parent Administrator</u> Parent Title 1 Director Kindergarten Teacher Third Grade Teacher</p> <p align="center">_____ _____ _____ _____ _____ _____</p>
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 444	Average Class Size: 15	Number of Certified Instruction Staff: 45
Race and Ethnicity Percentages		
White: 76 %	Hispanic: 3 %	Asian: 1 %
Black/African American: 1 %	American Indian/Alaskan Native: 15 %	
Native Hawaiian or Other Pacific Islander: 2 %	Two or More Races: 2 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 46 %	English Learner: 1.8 %	Mobility: 7.2 %

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

Confirm all Instructional Paras are Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

Please write a narrative in each box below to correspond to the Rating Rubric.

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>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 Professional Learning Communities (PLC'S) and or Professional Learning Teams (PLT's), staff development days, Multi 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-5th grade. Kindergarten through Second takes AIMS WEB PLUS three times a year and 3rd grade through 5th grade takes the NSCAS Growth test two times a year as well as the oral reading fluency assessment on AIMS WEB PLUS three times a year. Next year all grades 3-5 will take the NSCAS Growth two times a year. Third grade students are also assessed in AIMS composite score as well as Oral Reading Fluency. 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 3-5 take the NSCAS Growth in math and reading three times a year. All fifth-grade students take the NSCAS growth science test. The results are communicated to parents at conferences and analyzed by staff. Beginning the second semester, teachers use Test Whiz, Magic School AI, and NDE practice 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-6. In grades K-3 the composite score is used and in 4-5 the oral reading fluency component is used. This year the benchmark test will be given three times a year in August, December and May. Students are then placed in groups for Knight Time 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 weekly.</p> <p>The MTSS Core Leadership team consisting of the Elementary Principal, School Psychologist, Elementary Special Education Teacher and the Title 1 teacher meets as needed to discuss student progress. 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. We also meet as needed to discuss student data and the MTSS process.</p> <p>The Knight Team teachers as well as the special education teacher, Title 1 teacher, school psychologist and the elementary principal meet on professional development days. During these meetings they focus on looking at AIMS WEB PLUS progress monitoring 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</p>
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strengthen the regular classroom core, what they are seeing as areas of need or areas of strengths, and other topics as needed.

This year, Homer Community School has used early out Wednesdays for data analysis, PLC and staff meetings and/or trainings. These early out days are used for several things. Staff meeting are held to discuss relevant topics, PLC are utilized in grade level spans as well as on site training opportunities for our staff on multiple different subjects areas. PLC time is focused on looking at students needs based on classroom teacher observations, AIMS web plus progress monitoring, and state assessment data.

In September teachers got into groups and discussed students strengths and weaknesses, by reviewing data from last years test to this years test, and discussed what need to be strengthened in the core areas. Teachers then created Action Goals for their PLC group. Elementary teachers revisited and looked again at these SMART Goals in February to see if any curriculum needed to be changed or adjusted to prepare for the end of the year.

Supporting Documentation:

1. AIMS Web Plus Progress Monitoring
2. AIMS Web Plus testing Schedule
3. AIMS Web Plus Tier Transition Chart
4. Test Whiz
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 analysis strengths and weakness paper
14. MTSS team meeting Notes
15. Color Coded Chart test scores
16. Sample SMART Goals
17. Meeting Agenda

1.2 *Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.*

Information from parents and community members was gathered through the Cognia surveys. A survey link was posted on the schools' website and Facebook page. Messages were sent to parents using the school messenger system of all students K-12 with detailed instructions on how to complete. There were also computers placed in a central location at the school during Parent Teacher conferences that parents or community members could access if they did not have access at home.

Supporting Documentation:

1. Cognia surveys

1.3 *Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.*

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 Wednesdays this school year. This time is used for collaboration between classroom teachers, 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 evidence 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 met to discuss student needs by looking at data. They discuss student progress from year to year, what is going well and what needs to be changed.

These early out Wednesdays are also used for staff meetings, teacher trainings and other needs that occur through the academic year. This year groups have focused on implementing the new Eureka math curriculum and what is working, what is not working and are now focusing on how we can adapt for next school year. Teachers set Action Plans for both math and reading. The goals were revisited in February to check progress and to see what can be modified, what changes need to be made for next year, or what still needs to be taught in this current school year.

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, collect, monitor, and analyze assessment data. The SAT team also uses assessment data from AIMS Web Plus, or NSCAS Growth, 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 has implemented an MTSS support system for all students. This year the area of continued focus is on reading. Classroom teachers are working on making the core reading curriculum from Journeys stronger. All classrooms are using Journeys lesson maps. Emphasis is also being put on getting students to answer in unison, and error correction procedure. 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 30 minute intervention block known as Knight Time for each grade level third through fifth, and a half hour intervention block in grades first and second and additional para support during small group reading rotations in first and second. All Kindergarten students are receiving an intervention using the curriculum Early Interventions in Reading for a rotation during small group time. For First through Fifth grade during this time, students who fall below the 25% are receiving intervention using a researched based 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 including: 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 1-4. The Title 1 Teacher also provides additional services to kids who need additional support outside of the reading block. During this time the teacher is working on specific activities the students need. This could be extra fluency practice using Read Naturally, phonemic awareness using David Kilpatrick's Equipped for Reading Success, sight word practice using incremental rehearsal, Six Minute Solutions but not limited to these direct instruction programs.

Homer Community schools hold quarterly Knight PRIDE celebrations. Selected students are nominated by school staff and receive an award. Students can be nominated based on demonstrating behavior that followed the three school rules: be safe, be respectful and be responsible. These students receive a Knight Pride award and special treat from the treat trolley. The principal will then choose one student grades PK-2 and 3-5 to receive the Principal's Award. This student receives a goodie bag from the principal. The students will parade

down the elementary hallway as the rest of the elementary students and staff cheer them on by giving high fives, making signs, etc. The parade is also posted to the school Facebook page for parents to view.

Supporting Documentation:

1. School calendar
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/Above grade level chart
14. Staff Training list
15. Color coded chart
16. Killpatrick Assessment
17. SMART math goal
18. PLC Notes

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.

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-5 have 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 Growth 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 composit and AIMS WEB PLUS oral reading fluency. Students have instruction ranging from 30-45 minutes a day in a pull-out program. During this time, students receive one of the following research-based intervention programs: 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 using the Early Intervention in Reading Program from the Title 1 teacher or special education teacher.

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. Parents of these students are notified.

Individual Counseling Sessions:

Homer Community School has a full-time school psychologist and guidance counselor that provide individual counseling sessions to students in need. This year we have been able to partner with Heartland Counseling Services to provide individual counseling sessions to students as well.

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 on these four criteria .1) Not meeting the 50% percentile on NSCAS Growth 2.) Below grade level in guided reading 3.) Falling in the at-risk category on AIMSweb Plus and 4.) Teacher recommendation. Dates for this summer are June 10-28th.

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 progress monitored, and parents receive progress reports as needed. Students are taught using research based programs.

Enrichment:

The enrichment program is offered to students in grades 3-5. Students must meet these areas to qualify 1) Individual NSCAS growth 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 Pathologist:

Homer Community Schools has a speech pathologist from ESU1 providing speech services to students in need and is here five days a week.

Teammates Mentoring Program:

Teammates mentoring program is a nationally recognized mentoring program for students. Students are matched with a caring adult with similar interest, personality style etc. The mentor and mentee meet once a week for 30 minutes. During this time, they complete tasks together such as but not limited to: walking the hall and talking, playing board games, playing sports, creating crafts, etc.

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
7. Million Minute Reading Challenge parent letter and sample monthly calendar
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
13. Teammates newsletter

3. High quality and ongoing professional development

3.1

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.

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 early out Wednesdays each week for professional development.

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.

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.

A group of staff members has been identified and trained in the 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 borne pathogens, asthma, suicide awareness and the signs of child abuse. Several staff have also been trained as certified medication aids to administer medication to students while they are on field trips or school-sponsored activities. Several staff members are also CPR and First Aid trained.

Some elementary teachers are taking the LETRS professional development class offered through the ESU 1. This class is designed to deepen the teachers understanding of literacy and the science of reading. LETERS training will also help deepen the teachers understanding of the core principals of reading and how to implement these skills into their classrooms.

Supporting Documentation:

1. Staff Training List
2. School Calendar Showing Dates for School Improvement
3. New Mentor Staff Traing Adgenda
4. CPI Certification card
5. Bloodborne Pathogens Certification
6. Medication Aid Certificate
7. Suicide Awareness Prevention Sheet
8. Child Abuse Certificate
9. Heartland Counseling information
10. LETRS class certificate

4. Strategies to increase parent and family engagement

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.</i>
<p>The School-Parent Compact was jointly developed by teachers, parents and school administration. The contract is reviewed annually at the 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> <ol style="list-style-type: none"> 1. School-Parent Compact 	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.</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 Education 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> <ol style="list-style-type: none"> 1. Student Handboo 	
4.3	<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.</i>
<p>The annual Title I Parent meeting was held on March 1, 2024. Flyers were sent home with current students in grades PK-5, the event was also advertised on the school's Facebook page as well as the school calendar on the school's webpage. The meeting was held in the school library. During this meeting, a PowerPoint presentation was shared with parents explaining what a schoolwide Title I program is, what curriculum is used, what</p>	

assessments are given and to whom. Learning compacts were shared and explained as well as the Title I parent engagement policy. The Title 1 teacher also shared resources and activities in which parents could help their child improve their reading skills. 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 a few school board members, attended the meeting. After the meeting, parents were invited to stay and enjoy an afternoon of reading fun for the annual Title 1 Read-In. After the event was held, teachers and parents provided feedback on the event.

In the spring another all school Title event will be sponsored. This event took place the week of March 4th-March 8th. We had a Seuss-Tastic week celebrating Dr. Seuss. Each day was a different themed dress up day that tied into one of the famous Dr. Seuss books. On Wednesday, March 2nd, classes took 10-15 minutes to sit down and enjoy reading. To end the Seuss-Tastic week parents were invited in the annual Title 1 meeting and encouraged to take part and dress up as their favorite Dr. Seuss character. Students and parents/guardians alike enjoyed the fun. Each student was given a bookmark to take home with them. Each student will be receiving a book at a later date to take home and enjoy their love of reading.

Another Title I reading event that encourages reading at home or outside of school is the Reading around the World. Each student is encouraged to read at home and try to read 500 minutes a month. Students who read those minutes will be awarded a continent stamp to add to their passport. Students are encouraged to earn 7 stamps by the end of the program. A note was sent home at the beginning of the program. Students record the number of minutes they read each night on the calendar. At the end of the month the parent or guardian signs the form and records the total number of minutes read. The student returns the form to school and it is turned into the Title 1 teacher. The Title 1 teacher will keep track of all minutes read during the school year. Students who participate in the reading program will be rewarded with a prize at the end of the year.

Supporting Documentation:

1. Dr. Seuss week Parent Invite
2. Agenda for Parent Meeting
3. Parent Sign-in Sheet
4. Parent Handout on Reading
5. PowerPoint Presentation
6. Pictures of Presentation/Parent Meeting
7. Copy of Bookmarks Students Received
8. Reading calendar
9. Reading Road Trip Challenge parent letter

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>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 examined, 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</p>	

classrooms in helping students acquire the academic and social skills needed to be successful. Individual student information is received from preschool programs when available.

Supporting Documentation:

1. Kindergarten Round-up Parent Letter
2. Open House Invitation
3. PowerPoint
4. Scavenger Hunt Sheet

5.2

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).

To help assist in the transition from Elementary to Junior High, Homer fifth-grade students have orientation meetings on Wednesday during the Homeroom period from 8:15-8:30. The purpose of these meetings will be for junior high teachers to give a general overview of their course. Junior High teachers will present what they teach or what they will learn about, types of assignments that will be required, how grades are earned, and use of Canvas.

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.

Due to switching high school principals in January, plans are still being finalized for registering for classes for next year.

Supporting Documentation:

1. 5th grade Orientation schedule
2. Open House Invitation
3. Class Registration Night

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.

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, Tuesday, and Thursday. During this time students receive instruction in the areas of math and reading from a certified teacher.

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 supports to students such as going into classrooms to assist with daily work, provide behavior as well as academic awards for meeting the days criteria, providing instruction to small groups of students to supplement learning that is happening in the classroom. They also provide high quality researched based intervention to students during the Knight Time Reading Intervention block.

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 calculated.

Enrichment:

3rd-5th-grade students participate in learning activities presented by outside speakers on topics such as STEM.

Quarterly Knight Pride Parade

This will be held once a quarter. Classroom teachers, special teachers and other staff members may nominate up to three students to receive this award. Students must follow the three school rules of being responsible, respectful and safe. Students will receive sunglasses and beads to wear for the parade as well as a candy and drink off the treat trolley. Classrooms will line the halls as these special award winners will parade down the hall. Classrooms are encouraged to make posters or signs, give high fives and cheer for these students. The hallway lights will be shut off and students will have glow sticks that will be collected after the parade, music will also be playing while students walk the halls. Each award winner will be entered into a drawing for the Principals Award. One student will be chosen from grades K-2 and 3-5. These students will receive a goodie bag from the principal.

TeamMates Mentoring Program:

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 their mentors meet once a week to build a positive relationship to help them reach their full potential.

Cultural Connections Grant:

Supporting Documentation:

1. Tutoring Parent Notes
2. Summer School Parent Note
3. Pride Assembly pictures
4. Pride Assembly criteria note
5. Read Around the Word Letter
6. Enrichment Parent Letter
7. N TeamMates Mentoring Program information

7. Consolidation OR Coordination and Integration of Federal, State, or local Funds

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
N/A	