

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District School Number in the table below.

Date of Review:	February 11, 2026
District Name:	Homer Community School
School Name:	Homer Elementary School
County-District-School Number: XX-XXXX-XXX	22-0031-002
Grades Served with Title I-A Funds: (PK is rarely served)	K-5
Preschool program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Summer school program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☐ 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 Title 1 Teacher
Email of Additional Contact Person:	larkrich@homerknights.org
Superintendent Name:	Joey Lefdal
Superintendent Email Address:	joeylefdal@homerknights.org

<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>
Abbie Uhl Michaela Carlin Lark Rich Aspen Bennier Brittini Olson 	<u>Parent Administrator</u> Parent Title 1 Teacher/Elementary SAT coordinator Fifth Grade Teacher Kindergarten Teacher

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 45	Average Class Size: 15	Number of Certified Instruction Staff: 45
Race and Ethnicity Percentages		
White: 76.2 %	Hispanic: 4 %	Asian: 1.8 %
Black/African American: 0.4 %	American Indian/Alaskan Native: 15.2 %	
Native Hawaiian or Other Pacific Islander: 1 %		Two or More Races: 1 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 41.9 %	English Learner: 1.3 %	Mobility: 9.7 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
AimswEBPlus	
MAP	
Confirm all Instructional Paras are Qualified according to ESSA. ☒ Yes ☐ No	

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	<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>
	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 exceeded academic standards. During the school year at specific times data is analyzed to impact instruction such as but not limited to Professional Learning Communities (PLC's), staff development days, Multi-Tiered Systems of Support (MTSS) leadership and team meetings, and Student Assistant Team (SAT) meetings. Norm-referenced tests are given to students in grades Kindergarten through Fifth grade. All grades take AimswebPlus three times a year as well as AimswebPlus reading fluency. Third through Fifth grade takes NSCAS growth test two times a year. Fifth grade students take the NSCAS Growth science one time in the spring every year. These results are communicated to parents at parent teacher conferences and analyzed by staff. Staff analyze this data per grade level and by individual students. MAP testing was also implemented three times a year in grades 3-5. Teachers are encouraged to attend workshops at the 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. All students in grades third-fifth take the NSCAS Growth in math and reading two times a year. All fifth-grade students take the NSCAS Growth science test one time per year. The results are communicated to parents at conferences and analyzed by staff. During the second semester third-fifth grade teachers use the NDE and other test prep material to help students prepare for the state assessment. Those results are used to make decisions on whole class performance as well as individual student needs. Homer Community Schools uses AimswebPlus, a universal screening tool for all students in Kindergarten through Fifth grade. In grades Kindergarten through Third grades the composite score is used and in grades Fourth and Fifth grades the oral reading fluency component is used. All students in grades Kindergarten through Fifth grade will take the benchmark assessment three times a year in August, December, and May. Based on the student results, students are placed in groups for their designated Knight Time blocks. The staff participates in training opportunities when available based on teacher need. All students who fall below the 25th percentile is progress monitored. 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 who can exit from intervention. We also meet as needed to discuss student data and the MTSS process. In Kindergarten through Third grade the Knight Time teachers as well as the special education teacher and Title 1 teacher meet on professional development days. During these meetings they focus on looking at AimswebPlus progress monitoring data as well as classroom assessment data. We discuss any problems with students that may arise academically or behaviorally. In grades Third-Fifth the classroom teachers, School Psychologist, Elementary Principal, Title 1 teacher and Special Education teacher will meet after each benchmark and in PLC to place students according to what they need. We are using Educlimer this year to look

at multiple data points at a time and we can see progress or lack thereof from year to year. We can break this data down using multiple ways.

Homer community Schools has used early out Fridays for data analysis, PLC, and staff meetings and or trainings. These early out days are used for several things. During staff meetings teachers and staff discuss relevant topics, PLCs are utilized in grade level spans as well as onsite training opportunities for our staff on multiple different subject areas. PLC time is focused on looking at students' needs based on classroom teacher observations, AimswebPlus progress monitoring and state assessment data.

Based on analysis of our state assessment data as well as AimswebPlus benchmark scores a need was found to provide students more math assistance. This year we added in a designated twenty-minute increment blocks per grade level into their daily schedule. During this time, the classroom teachers send no more than four students to either the Title 1 teacher or Special Education teacher as assigned to their classroom. The Special Education teacher and Title 1 teacher work on skills and concepts that students are not understanding from their classroom curriculum.

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 surveys. A survey link was posted on the school's website and facebook page. Messages were sent to parent using school messenger system for grad all students K-12 with detailed instructions on how to complete.

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. Our district goals include 1.) All PK-12 students will improve achievement in reading comprehension. 2.) All PK-12 students will improve achievement in mathematics. 3.) All PK-12 students will learn appropriate positive behaviors for school as well as life-long behavior skills.

Homer Community schools has built in early out dismissal on Friday's. The time is used for collaboration between classroom teachers, Title 1 teacher, Special Education teacher, Psychologist, Interventionists, and administration to examine student needs. These teams look at both the class as whole and individuals who are receiving evidence-based interventions and monitor student progress toward student goals and how they align with the school improvement goals. Some days, groups of teachers have met to discuss student needs by looking at data and discussing student progress from year to year.

These early out Fridays are also used for staff meetings, teacher trainings and other needs that occur though the academic year. This year the focus in grades Third-Fifth has been implementing a new Knight Time system. Grade level teachers meet with administration, School Psychologist, Title 1 Teacher, and Special Education teacher to group students into appropriate groups for the Knight Time block after each benchmark and at least once a month. Data assessed to place students are AimswebPlus benchmarking, NSCAS Growth, teacher classroom assessments and Knight Time program data. Students are placed into groups based on their individual needs. In grades Kindergarten through Second grade, students are placed in extra Title 1 math time based on classroom teachers' assessments, AimswebPlus data on an individual case by case basis.

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 any underlying reasons why a student might be experiencing academic or behavioral difficulties during the school day. The team also assists students who are significantly above their academic grade level. The SAT team also oversees the Title 1 and

Special Education paraprofessionals, as well as others who conduct reading intervention programs. They 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 AimswebPlus, 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 additional support systems for all students.

Homer Community Schools has implemented a MTSS support system for all students. The area is to continue to focus on reading but to begin adding in additional supports for students in math. Classroom teachers are continuing to make the core curriculum stronger. All classrooms are using lesson maps. Emphasis is also being put on getting students to answer in unison and using the error correction procedure. The elementary has a master schedule that allows for a 90-minute reading block for all grade levels. This master schedule has a designated intervention time for each grade level. Homer Community School now has a designated 40-minute intervention block known as Knight Time for grades third through fifth, and an intervention block in first and second grades and additional para support time. All Kindergarten students are receiving an intervention using the curriculum Early Interventions in Reading for a rotation during small group time. Students in first and second grades who fall below the 25% percentile 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 their classroom teacher. In grades three through five, students who fell below the 12% are placed with either the Title 1 teacher of Special Education teacher or receive a researched based intervention. Students who fell from the 12% to the 25% are receiving a researched based intervention from a classroom teacher with paraprofessional support. Resources that are being used for intervention include but not limited to: Early Interventions in Reading (EIR), SRA Corrective Reading Decoding, REWARDS, First Grade PALS, K-PALS, Read Naturally. The Title 1 teacher provides additional services to kids who need additional support outside the reading block. Grades Kindergarten through second grade are small groups ranging from 12-20 minutes. After looking at the data, a need was shown to switch from individual Title 1 time to whole group Title time. Third-Fifth grade have a designated 20-minute Title 1 time per grade level. Students are placed in the Title 1 time based on assessment data. Groups will not be larger than 6 students per grade level. During this time, the Title 1 teacher is working on the skills the students need. Programs used are researched based and could include but not limited to Read Naturally, phonemic awareness activities using David Kilpatrick's Equipped for Reading Success, sight incremental rehearsal, K-PALS or PALS, Six Minute Solutions. Students who are identified as needing extra math support receive push in or pull out services depending on individual needs of students.

Homer Community focused on Character Counts through the elementary guidance program. Classroom teachers were given a list of traits to look for each week and give those names to the elementary principal. Bag Tags were crated for those individuals who were awared those and a celbration at lunch was had once a week for that weeks recepiants.

2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.</i>
	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 comprehensive approach that helps create a more empathetic society.

Tutoring:

Students in grades 3-5 can participate in tutoring. Students are recommended by their classroom teacher and individual data from assessments such as AimswebPlus, NSCAS Growth are used to further recommend students for this program. During the tutoring time, students are provided instruction on skills or concepts they may be lacking in the reading and math.

Knight Time Reading Block:

The elementary master schedule has designated time slots for all grades Kindergarten through Fifth grade. All Kindergarten students receive intervention during one of their small groups reading rotations using the Early Interventions in Reading Program from the Title 1 teacher, Special Education teacher or a trained paraprofessional who consults with the teacher. First-Second grade students who fell below the 25% on AimswebPlus and AimswebPus oral reading fluency are placed into groups during their designated time. Students receive 20-30 minutes of instructions a day in a pull out program. In grades 3-6, students who fell below the 12% on AimswebPlus are placed in intervention groups with the Title 1 teacher or Special Education teacher. The remaining students are placed with classroom teachers to receive reteaching. During Knight Time students receive researched based direct instruction from one of the following programs: SRA Decoding Strategies level A, B or C, REWARDS, or Early Interventions in Reading (EIR).

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 elementary guidance counselor that provide individual counseling sessions to students in need.

Student Assistant Team Interventions:

A SAT interventionist provided 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 parents. Students who are in the SAT program are progress monitored, and parents receive progress reports as needed. Students receive instruction that is researched based.

Enrichment:

The enrichment program is offered to students in grades 4-5. 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

At Home Reading Program:

Our school provided a 5-6 month long at homer reading program. Students record the number of minutes they read nightly at home on a calendar. The Title 1 teacher collects the calendars and adds up the minutes at the end of the month and shares with students and staff.

Speech Pathologist:

Homer Community has a speech pathologist from the ESU 1 providing speech services to student in need and is here five days a week.

Teammates Mentoring Program:

Teammates mentoring is a nationally recognized mentoring program for students. Students are matched with a caring adult with similar interests, 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, crafting, etc.

Big Knight/Little Knight:

The purpose of this program is to build meaningful relationships between our high school students particularly those in the National Honor Society or Student Council, and our younger students. During a weekly 15-minute block, the pairs will have the opportunity to color, draw, read, play a game, or simply engage in conversation.

Bows for Braids:

Students in the junior high kindness club come to the elementary flex space in the morning before school. Elementary students sign up for a day and come to the flex space to have their hair braided. While they are having their hair braids, they engage by reading books to help improve reading fluency and comprehension as well as build positive relationships with their older peers.

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, students' 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 Fridays each week for professional development.

Administrators and the District Leadership Team make determinations about the professional development opportunities that are brought to the district. Staff is also encouraged to partake in professional development opportunities outside of the district at the local ESU. Funding for professional development comes from some sources including the general fund and federal funds.

District representatives attempt to be practice with scheduling of professional development activities by listing to the needs of staff. Communication take place to determine the highest professional development needs.

The school district, through ESU1 tarins 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 CPI.

All new staff members to the Homer Community School District are assigned a mentor teacher. Goals of the mentoring program are to provide support in classroom management and effective teaching techniques, to reduce the difficulty of the transition to teacher 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 met every month to address a wide variety of topics.

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

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>
The School-Parent Compact was jointly developed by teachers, parents, and school administration. The contract is reviewed annually at the Title 1 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 1 teacher. All forms are kept in the Title 1 teachers office and referred to as needed.	
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>
Annually, at the beginning of the year parents receive the Homer Community School Student Handbook. The handbook included our parent policy. The handbook with the parent policy included is updated yearly and the handbook is 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 1 reading event.	
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>
The annual Title 1 Parent meeting will be held on April 10, 2026. Flyers were sent home with current students in grades PK-5, the event was advertised on the schools Facebook page as well as the schools' Elementary calendar. The meeting will be held in the main gym. During this meeting, a PowerPoint presentation will be shared with parents explaining what a Schoolwide Title 1 Program is what curriculum is used, what assessments are given and to whom. Learning compacts will be shared and explained as well as the Title 1 Parent Engagement policy. The Title 1 teacher also will share resources and activities in which parents could help their child improve their reading skills. Feedback and suggestions are welcomed. There will be a question-and-answer session in which parents can give feedback and suggestions or ask any questions they may have. After the meeting, parents and special guests will be invited to stay and enjoy a morning of reading fun for the annual Title 1 Read-In. At the conclusion of the event school staff and administration will be asked to provide feedback. All students will be receiving a book of their choosing to take home and keep on the morning of the event. In the spring another Title 1 sponsored event took place. This event took place the week of March 2-6, 2026. We had a Seuss-Tastic week celebrating Dr. Seuss. Each day was a different themed dress up day that was tied to one of the famous Dr. Seuss books. Another Title 1 reading event that encourages reading at home or outside of the school is the at home reading program. Each student is encouraged to read at home and try to read at least 20 minutes each evening. Students are given a treasure chest coloring sheet to keep track of their minutes for each month. They color in a treasure chest for every twenty minutes they read. At the end of the month the students return the papers to the Title 1 teacher, and she marks down the minutes students read. Students who participate in the program will receive a treasure bag at the conclusion of the program and be invited to a special recognition ceremony at the end of the year. An annual Math Family Night was started this school year. The goal of this night was to get parents and students to come together to find fun ways to incorporate math into the every day lifestyle. Stations were set up for students and parents to rotate through. Some of the incorporated stations included: math games,	

card games with dice, estimation station, building station, literacy station, and measuring stations. It was an overall success for the first year of implementation.

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>
	Homer Community School holds a spring Kindergarten Round-Up. Parents can sign up to attend a time slot that works best for their schedule. There will be a parent informational session and a visitation day for the students. The information is sent home with our current preschoolers as well as advertised in the school newsletter and mailed to in district residents. It is also posted on the schools Facebook page. On the day of round up, parents will have a parent meeting while the student enjoy a tour of the school, have their hearing examined and take part in an activity in the kindergarten classroom. At the beginning of the year, Kindergarten and their parents are encouraged to attend an open house to acclimate students to their new environment. Paraprofessional are employed in the kindergarten classrooms and helping students acquire the academic and social skills needed to be successful. Individual student information is received from preschool programs when available.
5.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).</i>
	To help assist in the transition from Elementary to Middle School, Homer Fifth Grade students have orientation meetings on Fridays during homeroom periods. The purpose of these meetings will be for junior high teachers to give a general overview of their courses and class expectations. Middle School teachers will present what they teach or what students will learn about, types of assignments that will be used, how grades are earned, and the use of Canvas. 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.

6. Strategies to address areas of need

6.1	<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.</i>
	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. Tutoring: On Early Out Fridays, it was utilized for students who were struggling in their classrooms to stay and work with classroom teachers. At first it was for the entire early out time from 2:15-3:30. As the school year progressed it was adapted and changed to be from 2:00-2:30 on designated Fridays. Interventionists: Paraprofessionals offer support to students such as going into the classroom to assist with daily work, provide behavior as well as academic supports, provide 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 Knight Time Reading Intervention blocks.

At Home Reading Program:

This program is an at home five to six month reading challenge for students to read twenty minutes each night. A tracking sheet is sent home with students to record their minutes each month. At the end of the month the paper is returned to school to the Title 1 teacher who compiles all the minutes for the month. At the conclusion of the program all student who participated will receive a special prize and be invited to the end of year party.

Enrichment:

Students in grades 4-5 participate in learning activity presented by outside speakers on topics such as STEM.

Quarterly Knight Pride Parade:

This is held once a quarter. Classroom teachers, specials 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 special treat from 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 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 special prize 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 positive relationships to help them reach their full potential.

Big Knight Little Knight:

The purpose of this program is to build meaningful relationships between high school students particularly those in National Honor Society or Student Council, and our younger students. During a weekly 15-minute block, the pairs will have the opportunity to color, draw, read, play board games, or simply engage in conversation.

Books for Braids:

Students from the middle school Kindness club will meeting the elementary flex space during the mornings. Students in the elementary grades are welcome to sign up for a time to come in and get their hair done. While they are getting their hair done, they will read books.

Knight Time:

The master schedule has a Knight Timbe Block for all grades Kindergarten through Fifth grade. During this time students who meet the criteria for Intervention are sent to Intervention groups. The other students are with their teachers receiving reteaching or enrichment activities.

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). *(If you choose not to consolidate, N/A is acceptable.)*

N/A
