

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:	Hayes Center
County Dist. No.:	43-0079
School Name:	Hayes Center Elementary
County District School Number:	002
School Grade span:	PK-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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Megan Soundy
School Principal Email Address:	msoundy@hccardinals.org
School Mailing Address:	PO Box 8 Hayes Center, NE 69032
School Phone Number:	308-286-5600
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Tony Primavera
Superintendent Email Address:	tprimavera@hccardinals.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be 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>
_____ Kimberly Maucher Tony Primavera Megan Soundy Andrea Richards _____ _____ _____ _____ _____ _____	Parent <u>Administrator</u> Title I Coordinator Administrator Administrator Parent _____ _____ _____ _____ _____ _____

School Information
(As of the last Friday in September)

Enrollment: 88	Average Class Size: 9	Number of Certified Instruction Staff: 12
Race and Ethnicity Percentages		
White: 74 %	Hispanic: 23 %	Asian: 0 %
Black/African American: 3 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 57 %	English Learner: * %	Mobility: * %

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

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	<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>
The state and district wide assessments that the school utilizes include MAPS Growth, NSCAS, and FastBridge. The data collected is analyzed by teachers, including the Title I coordinator, and helps drive instruction. Daily classroom performance information is gathered and used to drive instructional decisions as well.	
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i>
Because of our small size and the closeness of our community, Hayes Center Elementary is constantly seeking informal input from our patrons. Teachers utilize different mediums to communicate with parents including Bloomz, Class Dojo, Seesaw, phone calls, and emails. The parents are also asked to complete a survey yearly to glean information about the needs of the school.	
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i>
The school is constantly looking at data to understand the areas of needs the students have so we can increase their proficiency in all areas, most especially Reading and Mathematics. As a district not only do we utilize the assessments such as MAPS Growth, NSCAS, and Fastbridge to ensure growth, we also utilize a district wide writing assessment to ensure students are able to read a passage, understand the content, and cite evidence to prove their answer. This data is then analyzed to guide further classroom instruction.	

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. Provide supporting documentation in the corresponding folder.</i>
The elementary teachers regularly ensure students' progress through the use of formative and summative assessments. Teachers meet weekly to discuss the progress of all students, based on the assessments, including those at risk of not meeting the essential standards. The teachers then plan small group interventions where they are able to reteach at risk students during the school day. The teachers are also required to be at school before the start time and after school to be available to help students who may possibly need additional support.	

3. High quality and ongoing professional development

3.1	<i>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. Provide supporting documentation in the corresponding folder.</i>
<p>The school employs Professional Learning Community(PLC) strategies. The teachers meet weekly to not only discuss student growth, but to also discuss best practices focusing on Marzano's teaching strategies as well as information related to Solution Tree's practices. The school utilizes book studies, Solution Tree trainers, instructional videos, and professional conversations to achieve this development. Every teacher also may spend a day at our local ESU 15 in Trenton where they can meet with grade-alike teams to discuss best practices. All of this professional development is intended to aid the teachers in the improvement of instruction.</p> <p>Each paraprofessional attends a professional development meeting to acquire the needed hours that is hosted by ESU 15 every year. Those who do not meet highly qualified status also complete online paraprofessional training. The school is currently using Project Para, through the University of Nebraska-Lincoln for this training.</p>	

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. Provide supporting documentation in the corresponding folder.</i>
<p>The parents are often informally asked for input as to their ideas and opinions on how the school can better serve the students. In addition, parents attend a planning meeting and are actively involved in the development of the plan. It is distributed yearly in the student handbook to every family.</p>	
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. Provide supporting documentation in the corresponding folder.</i>
<p>The procedure has been devised with the assistance of parents on the planning team. In addition, parents that have been identified with special characteristics/talents (i.e. town librarian) were contacted and asked to give input and feedback regarding the procedure.</p>	
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. Provide supporting documentation in the corresponding folder.</i>
<p>Because of COVID restrictions, we held 1 parent meeting via Zoom. Parents were also encouraged to visit with the Title I coordinator during Parent-Teacher conferences.</p>	

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>The preschool classroom and kindergarten classroom are next to each other. The two groups do some projects together. Towards the end of the school year, the preschool students who plan to attend Kindergarten the following year start eating lunch with the kindergarten and visit the classroom in the afternoon to get acquainted with the classroom, the teacher, and the routines. Since we are the only preschool in the district, almost all of our incoming Kindergarteners have attended preschool at Hayes Center Elementary. If we have a new student that has not, they are provided an individualized tour of the school.</p>	

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>
<p>The sixth grade classroom is located in the same hallway as the Junior High/High School core classes. They use lockers in the same hallway, share the same bathrooms and attend specials classes in the same classrooms as the junior high. Therefore, the students are very familiar with the facilities. At the end of the school year, the sixth grade students have a transition day, where they go to the junior/senior high teachers classroom and are introduced to the environment and expectations.</p>	

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>
<p>The Schoolwide Plan places additional emphasis on the areas of Reading and Mathematics. Teachers meet weekly to analyze data and ensure that students who are not meeting essential targets are retaught and reassessed to ensure mastery. This support time is in addition to the regular classroom instruction and does not supplant it. To increase reading strategies and skills, students are encouraged to participate in the Whoooo's Reading program.</p>	