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:	Holdrege Public Schools
County Dist. No.:	44
School Name:	Holdrege Elementary School
County District School Number:	
Building Grade Span Served with Title I-A Funds:	K-4
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:	Amber Porter
School Principal Email Address:	amber.porter@dusters.org
School Mailing Address:	PO Box 2002
School Phone Number:	308-995-4339
Additional Authorized Contact Person (Optional):	Morgan Dow
Email of Additional Contact Person:	morgan.dow@dusters.org
Superintendent Name:	Todd Hilyard
Superintendent Email Address:	todd.hilyard@dusters.org

Confirm all Instructional Paras are Highly Qualified according to ESSA.	X Yes ☐ No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	X Yes ☐ No

Names of Planning Team *(include staff, parents & at least one student if Secondary School)*	Titles of those on Planning Team
Amber Porter	Administrator
Nancy Nelson	Title I Teacher
Jessica Samuelson	ELL Teacher
Kristina Loazia	Ell Paraeducator
Joan Gestring	Title I Paraeducator
Melissa Ericksen	Title I Paraeducator
Markie Nelson	Parent
Caitlyn Fischer	Parent
_____	_____
_____	_____
_____	_____
_____	_____

School Information

(As of the last Friday in September)

Enrollment: 306	Average Class Size: 18	Number of Certified Instruction Staff: 32

Race and Ethnicity Percentages		
White: 76.47 %	Hispanic: 19.28 %	Asian: .33 %
Black/African American: .65 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 3.27 %	

Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 37.8 %	English Learner: 5.23 %	Mobility: 5.45 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	
MAP	
Dibels	

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment

1.1	*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.*

Student data includes norm-referenced tests, NSCAS Assessments, dropout rates, and mobility data. The state of the Schools Report beginning 2014-2015 is included and the most recent Holdrege Schools Profile is attached. The profile was started in 2014 and concluded in 2019. The new School Improvement Planning began in 2019. The school improvement goal continues to focus on reading. Additional data from each school year is added and presented to the staff, school board, and public. A "data-placemat" is created each year to display data in a simplified way to keep the staff and public informed. Also, DIBELs data is used to track student improvement. Parent survey information is included as well.

Student data included in this document is disaggregated by gender, ethnicity, poverty, and special education. Teachers and administration have been trained in the use of data. The data is used weekly in grade-level team meetings in order for staff to study and discover student needs. The data is also used by the MTSS team, RTI team, Data team, and Title I to meet student needs and monitor student growth.

The Response to Intervention Process, as part of the title I Program at Holdrege Elementary School, uses DIBELS assessments. DIBELS (Dynamic Indicators of Early Basic Literacy Skills) is a set of measures used to assess early literacy and reading skills. It is made up of seven short individual tests, called subtests. Each CIBELS subtest focuses on a different literacy skill. A child may be iven two to five of the DIBELS subtests depending on his or her grade level. A child's score on a subtest tells us whether the child is "ontrack" to becoming a proficient reader. Holdrege Public Schools uses DIBELS to identify and monitor children who fall in the "at risk" range for reading difficulties that are not already qualified for Special Education Services. Students receive intervention if they are reading two (or more) grade levels below benchmark based on MAP testing or are "at risk" based on the DIBELS benchmark assessments. The benchmark varies on the the grade level. Children who are "at risk" receive intervention in small groups targeting the appropriate literacy skill(s). students in the Rti process are monitored twice monthly using the DIBELS progress monitoring assessments. The scores are monitored so that any necessary adjustments can be made, if needed, to the intervention group. Currently, students receive intervention in Sound Partners, Reading mastery, Six-minute Solutions, or Corrective Reading, depending on reading level and need. Students who are showing need but are showing progress remain in the same intervention. If they are no longer showing an upward trend, they may be switched to an intervention that better fits their needs.

In the area of Math, students may show need for extra practice and review based on classroom assessments, MAP data, or daily work. Qualifying students meet in small-groups with the Title I teacher up to 4 days per week in order to preview or review lessons with hands on practice to improve math skills.

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.*

The Schoolwide planning team at Holdrege Elementary School currently includes the Elementary Principal, Title I teacher, 2 Title I paraprofessionals, the ELL teacher, ELL paraprofessional, and two parents of elementary students. This groupo participates in developing and reviewing the Schoolwide

plan each year. The Title I Schoolwide Plan is a part of the Holdrege Public School District School Improvement Process. The current SIP goal is to improve reading for all students.

Along with parent involvement on our Schoolwide Planning team, parent surveys were also used to get parent insight on climate and how the school is meeting the needs of the students. The surveys were sent out electronically to all parents with computers made available for use at parent teacher conferences for those without computers at home.

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.*

Holdrege Elementary School is accredited by the State of Nebrasks through the Nebraska Frameworks and last completed the 5 year cycle in 2019. The goal of our current cycle is improving reading for all students. The Title I goals, staff, and resources are part of the school Improvement Plan, as are all other programs offered at Holdrege Elementary School. The goals of our Title I program follow the school improvement goal chosen by the district.

Teachers within the Holdrege Public Schools have been trained in the Marzano Strategies and this has been included in our focus to improve reading for all students. Teachers choose their individual classroom goals based on the strategies and the needs of students.

Elementary teachers involved in reading instruction, including the Title I teacher, have completed and utilize LETRS training, which engages the science of reading within our instruction and practice. Classrooms have scheduled, uninterrupted reading blocks as well as intervention blocks. These times allow for consistent reading practice and monitoring for growth.

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.*

Holdrege Elementary School is continually in the process of collecting, reviewing and analyzing assessment data to prioritize academic decisions. Students will be assessed using the NSCAS - Reading and Math State assessments, Curriculum Based Measurements, and probes from DIBELS. DIBELS data is reviewed monthly by the Rti team to make decisions about student needs for reading. Since 2010-2011 students at Holdrege Elementary School have been assessed with Measures of Academic Progress(MAP Assessment). MAP Assessments are given up to 3 times per year. The data is used to help differentiate instruction for the needs of students in the classroom and small group instruction. In 2022-2023 Holdrege Elementary School adopted Eureka Math and has been trained in its use. Eureka was chosen for its approach to problem solving with the use of a variety of strategies. The online resource Zearn is used is accessible to each student for continued math review and practice as well.

To better serve our ELL population, the EL Achieve learning program is used to meet more of their language needs.

Instructional Strategies based on scientific research will be implemented to provide additional assistance to targeted populations and individual students failing to make progress or are at-risk of failing to make progress on a timely basis. As part of the RtI plan and Title I plans, Holdrege Elementary School will be using DIBELS to administer probes in academic areas which norm individual student achievement. Instructional strategies based on scientific research (LETRS - the science of reading) are being used at Holdrege Elementary School. Some of the interventions being used are additional small group guided reading instruction, pre-teaching and review of specific classroom skills, Corrective Reading and Reading Mastery programs for the most at-risk, Phonemic Awareness activities, story mapping, Sound Partners, and Computer assisted instruction through eSpark. The Title I teacher also meets with small group of at-risk students to practice hands-on math instruction as well as reading.

Holdrege Elementary School employs a full time Guidance Counselor who not only teaches guidance/social skills to all students but meets with small groups and individuals to help meet student

needs. As a District, Holdrege Public Schools also employs a Mental Health Practitioner. Along with these professionals, Holdrege Elementary utilizes the PBIS system to build sound expectations and behavioral practices within our school. We monitor student behaviors using SWIS and evaluate the data to continually improve how we address and improve behaviors to better meet student needs. Teachers have also had in-service training on Mindfulness strategies for the classroom to help students improve self-regulation.

Teachers in Holdrege Public Schools have been trained in the Marzano Strategies with in-district trainings and professional development days with Dr. Phil Warrick. Using the Marzano Strategies has allowed for improved classroom instruction through teacher goal setting.

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. Provide supporting documentation in the corresponding folder.*

Professional development is highly valued at Holdrege Public Schools. There are 4-7 days in the school calendar dedicated to in-service days. Also, all teachers meet weekly in Friday Afternoon Collaboration Time (FACT) groups and/or weekly Team-Time meetings. This provides a time for the staff to receive training, work on assessments, meet for MTSS regarding students at risk, and work on school improvement goals as well as the improvement of instruction and students learning. Teachers and paraeducators have been trained in Direct Reading Instruction, interventions such as Reading Mastery, corrective Reading, Sound Partners, and 6 minute solutions. LETRS training/the science of reading has been a recent focus for those who instruct Reading as well as training using the Eureka Math curriculum.

Teachers in Holdrege Public Schools have been trained in the Marzano Strategies to improve instruction. We have experienced 2 trainings with Dr. Phil Warrick as well as participating in workshops under his leadership. This includes the practice of reflection and instructional rounds along with individual goal setting based on the Marzano strategies and student needs.

The PBIS team works together to help manage and improve behaviors throughout the school. Holdrege Elementary has added the SWIS data management system for behaviors to better inform modifications for groups and individuals. With our schoolwide goal of behaving "The Duster Way," we want students to be Safe, Respectful, and Responsible. The students who are demonstrating these behaviors are rewarded with prizes. SWIS data and shared classroom concerns help us to address areas of need for students not behaving "The Duster Way." A "Mindfulness" inservice was recently provided for Holdrege Elementary teachers, which provides ideas and strategies to help students be better prepared to learn and to improve social skills.

All paraprofessionals employed at Holdrege Public Schools meet the ESSA requirements. They are provided with ongoing training for paraprofessionals and are included in some of the professional development activities that certified staff members receive. If paraeducators do not have the college credit hours required, they are given the ParaPro Assessment and must meet the qualifying score for Nebraska. They participate in on-site professional development activities and online trainings each year.

4. Strategies to increase parent and family engagement

4.1	*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.*

Parents and patrons of Holdrege Elementary School were given multiple opportunities to be actively involved in developing and implementing the school-parent compact. We have a small group of parents who are involved in the Title I Planning. They also review the Title I compact with the committee. All

students receive this in the fall and it is highlighted and presented to parents at Back-to-School Night. It is also available on our school website. New students who arrive throughout the year are given this in a New Student Packet. This is reviewed again at our Fall Parent Meeting.	
4.2	*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.*
Holdrege Public Schools has developed a parent policy that meets the Title I requirements. The policy was developed with input from Title I parents and is reviewed annually with parents. The Holdrege Public Schools Parent Involvement Policy and the Parent Involvement Plan is attached and the Student-Parent Learning Compact (English and Spanish) are attached. The Title I Parent and Family engagement Policy and Procedure is also in the Holdrege Elementary Handbook that parents mus read and sign.	
4.3	*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.*
Parent-teacher conferences and Title I parent meetings were some of the opportunities parents and patrons were invited to be involved. Each year all parents are given materials informing them of our Schoolwide Title I status. Along with Parent- Teacher conferences twice per year, there are 3 more opportunities for parents to participate in school events presented by Title I. Back-To-School night, in conjunction with the Parent Teacher Organization, is the first Family event in August of each school year. This is followed by a Family Game Night in the Fall (October or November) and a Family Reading Night in the Winter (February). Attendance is encouraged for all Elementary families with prizes and food available as well as certified staff there to help and mingle with families.	

5. Transition Plan

5.1	*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).*
Holdrege Public Schools works in cooperation with Head Start, Holdrege Public School Preschool, and other community preschool programs. kindergarten and special education teachers meet with the staff of the preschool programs to exchange ideas and information regarding students. Preschool parents are provided information in February to introduce school information to parents of incoming fall Kindergarten students. Children are invited to the elementary school's Kindergarten Visitation Day in August before school begins to make the transition to Kindergarten a positive experience. Back-to-School Night is done each fall prior to the start of school so students and parents can meet teachers and visit the school and classrooms. Transition between elementary grades, K-4, is done in an informal manner. New students who come in throughout the year are given a tour of the new school by the principal or counselor prior to the students starting in school. Parents and students are given paperwork that was given to all students at the beginning of the year. When they begin school, teachers assign a student to assist them as they adjust to the school setting. If students had taken MAP or Dibels tests in their previous school, we can use those scores to help in their placement and determine needs. If not, we give students a Dibels Assessment and MAP assessment if near our MAP Assessment window. AIMS WEB is given if the are of Math is needed. We also talk with the previous school to give students the smoothest transition possible.	
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).*
There are formal transitional activities that take place before the fourth grade goes to the Middle School. The orientation includes students being given a tour of the building, meeting with the guidance	

counselor, principal, teachers, and a parent meeting. The school counselor teaches career education classes to all students. Back to school Night is done each fall prior to the start of school so students and parents can meet teachers and visit the building and classrooms.

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.*
Holdrege Elementary School has set the amount of reading and math time ("Blocks") for Elementary classrooms as 90 minutes each. We require the reading time to be uninterrupted. All intervention times are outside of the reading and math blocks so that students receiving interventions do not miss the core/tier I instruction. Also we instruct teachers to teach bell-to-bell. Our reading coaches also work with teachers to ensure this. Special classroom instruction such as PE, Art, Music, etc, do no interrupt the time set aside for core instruction. We also offer a Before School Study time for students prior to the start of each school day so that students who need to catch up on unfinished work or practice skills can work with the aid of a paraprofessional. Many of our students arrive early to school and cannot stay after school due to parent schedules. The Before School Study time accommodates student and parent needs. Summer School is also offered to at-risk students beginning at the end of May.	

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

7.1	*Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)*
	N/A