

# 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 gray box and type*

District Name:	Hayes Center Public School District
County Dist. No.:	79
School Name:	Hayes Center Elementary
County District School Number:	002
Building Grade Span Served with Title I-A Funds:	K-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify) _____
School Principal Name:	Megan Soundy
School Principal Email Address:	msoundy@hccardinals.org
School Mailing Address:	501 Troth Street 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
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p align="center"><u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p>Megan Messersmith Megan Soundy Hannah Brott Brin Martin</p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center">Parent Administrator Title I Coordinator Special Education Teacher</p>
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**School Information**  
*(As of the last Friday in September)*

Enrollment: 78	Average Class Size: 12	# of Certified Instruction Staff: 9
<b>Race and Ethnicity Percentages</b>		
White: 80.7%	Hispanic: 15.4%	Asian: 0%
Black/African American: 0%	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: 3.8%
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 53.8%	English Learner: 12.8%	Mobility: 18.4%

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

*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**

<b>1.1</b>	<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>The formal student assessment data from NSCAS Growth, MAP Growth, and Fastbridge is dissected and analyzed by the classroom teachers, Special Education teacher, Title I coordinator, and administration. Along with the analysis, the team studies classroom performance, and target assessments outcomes to determine if additional support is needed</p>
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in weekly PLC meetings. The students are then placed in intervention groups that meet 5 days a week. In these groups students receive reteaching, extra practice, or acceleration on essential skills. The intervention groups are reviewed and students are moved when needed at least every 3 weeks.

**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.*

Because of our small size and the closeness of the community, Hayes Center Elementary is constantly seeking input informally from our patrons. Every year we have a back to school night where parents and students meet the teachers and discuss the upcoming year and student needs. At the annual literacy night parents are encouraged to provide feedback on any growth areas. In addition, classroom teachers and the Title I coordinator meet with parents bi-yearly at Parent Teacher Conferences to discuss how parents/guardians feel their children's needs are being met. Finally, we ask parents to complete a yearly survey once a year. This data helps drive future decisions. The survey for this year was available during Parent Teacher Conferences in February of 2024.

**1.3**

*Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.*

The school is constantly attempting to provide opportunities for students to increase their proficiency in all areas-most especially in ELA and Mathematics. Teachers are provided many opportunities to attend conferences and Professional Development opportunities that will increase effectiveness. Our CIP committees are all working on measures that will increase student performance in reading comprehension. Our current CIP goal:

**Overarching Goal:**

Eighty percent of our students will perform at grade level benchmark as measured by the Winter NWEA MAPS Reading assessment.

**Building Goal:**

Eighty percent of the kindergarten and first grade students will meet the Winter FastBridge Early Reading benchmark.

Eighty percent of the second grade students will meet the Winter FastBridge CBM Reading benchmark.

Third through twelfth grade students will engage in explicit vocabulary instruction to acquire grade level content specific knowledge.

Third through twelfth grade students will consistently be assessed with L to J vocabulary assessments throughout the school year.

The team has created the MTSS plan so that it can easily encompass all of our processes and plans. Data is driving the discussions as well as our Problem Solving Model. We are currently in year 1 of our CIP cycle. The School Improvement External Visitation Team reviewed the school's processes in November of 2021 culminating in a favorable review with comments based on our MTSS processes.

## 2. Schoolwide reform strategies

<b>2.1</b>	<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>
<p>The elementary teachers regularly check the students' progress through the use of formative and summative assessments. This includes classroom essential assessments, MAP data, FastBridge data, and NSCAS Growth data. In addition, the teachers, including our Title I teacher, have regular Problem Solving meetings to discuss students who may be having academic difficulties. The students who have gaps in their learning, or those who aren't mastering the essential learnings, are provided with the most support. They are given classroom instruction, small group intervention, and one-on-one instruction if needed. We utilize a Problem Solving Model, a Response to Instruction document, and an Individualized Reading Plan for documentation. Any elementary students at risk and all Kindergarten through 2nd graders participate in weekly progress monitoring. Our guidance counselor meets with all Kindergarten through 6th grade students on a weekly basis and students who have a higher risk for SEL needs meet individually with her based on their needs.</p> <p>The teachers meet weekly and have the opportunity to learn from one another about topics such as trauma, the Science of Reading, curriculum, and other pertinent topics. Data trends are identified by the CIP team every year when new data is updated in our School Improvement Plan.</p>	

## 3. High quality and ongoing professional development

<b>3.1</b>	<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>Each paraprofessional attends a professional development meeting to acquire the needed hours. The meeting this school year was held in August in the district. They also have the opportunity to attend the annual paraeducator conference held in Kearney, NE.</p> <p>The school district has employed Solution Tree Professional Learning Community (PLC) strategies. The school has set aside an hour each week for teachers to meet and discuss student needs, and share best practices and instructional strategies. This is especially helpful with our small sizes because we only have 1 grade level teacher for each grade. We have also provided the opportunity for teachers to attend a Solution Tree Summit or Institute on a rotating basis. The early elementary teachers have a renewed focus on developing phonics, phonemic awareness, and phonological awareness. They have had opportunities to partake in virtual Science of Reading webinars focusing on these aspects. Every teacher is provided the opportunity to spend a day in Trenton at our ESU office discussing many issues including, but not limited to: instruction improvement, identifying essential standards, and using data to direct and complement instruction plans with other teachers in their grade level or content area. We also utilize Marzano's Framework for our formal evaluation tool. All of this professional development is intended to aid the teachers in the improvement of instruction.</p>	

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#### 4. Strategies to increase parent and family engagement

<b>4.1</b>	<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>
The school Title I compact is reviewed at our annual Title I parent meeting. as well. Any changes that need to be made are discussed with parents, staff, and administration. <b>No changes, comments or suggestions were given.</b>	
<b>4.2</b>	<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>
The Title I Parent and Family Engagement Policy or Procedure is discussed at the Title I parent meeting	
<b>4.3</b>	<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>
We host a back to school night prior to the new school year starting where students will tour their classrooms and speak with their teachers for the upcoming school year. The Title I teacher also greeted parents at Parent/Teacher conferences to inform them of the school's Title I program. The district will hold a Title I Family Literacy Night in the second semester. Parents are encouraged to provide feedback on these nights. We also host an EL potluck in the Spring of the school year to celebrate the student's accomplishments and the different heritages.	

#### 5. Transition Plan

<b>5.1</b>	<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>
All of our prospective Preschool students and family are invited to attend a preschool roundup in the Spring. Families meet with the preschool teacher and paraeducator to explore their classroom and the school environment. The Preschool teacher then leads a parent meeting and hands out an informational packet for the incoming student.	
The school preschool is the only Early Childhood Program in our district. In order to make the transition from preschool to kindergarten as smooth and seamless as possible, the Preschool and Kindergarten teachers will be in constant contact with each other. Throughout the school year, the Preschool and Kindergarten classes participate in many events together such as field trips, art projects, outside endeavors, and more. The Kindergarten teacher is also a member of the advisory board and is kept up to date on curriculum and assessment information. The Preschool teacher will also provide the Kindergarten teacher with finalized data and developmental levels from the GOLD assessment system for those students entering Kindergarten. The Preschool and Kindergarten teachers are also in constant contact about the skills that are focused on in preschool and how these align to Kindergarten skills and need to know knowledge. To offer our parents a choice of when to send their child to	

Kindergarten our district created a Junior Kindergarten program. The students who aren't socially, emotionally, or academically prepared for Kindergarten spend half of a day in the Preschool room and the afternoon in the Kindergarten room.

Towards the end of the year (around May 1), those students who are moving onto Kindergarten will begin the transition process by spending time in the Kindergarten room throughout the course of the day to help get accustomed to the environment, form a relationship with the teacher and to familiarize themselves with the rules, routines, and expectations of the Kindergarten classroom.

The preschool students will be released into the Kindergarten classroom at 11:30 on Monday and Wednesday and 11:00 on Friday. They will be released to recess with Kindergarten and Junior Kindergarten. After recess, they will return to the Kindergarten classroom, brush their teeth and do quiet self-reading time and enrichment time for 10-20 minutes. The students will then rejoin the preschool classroom and will either choose between quiet, independent activities or rest time.

**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).*

Our outgoing 4th graders attend a transition day with the 5th and 6th grade teachers. They are able to tour the building, get to know the teachers, and ask questions about the upcoming year. Our 5th-12th grades are in one building. The outgoing 6th graders are familiar with the building because they spend their day in the high school which includes not only core class material but music and physical education classes as well. The transition procedure takes place towards the end of the school year. The junior/senior high school teachers have their classes covered while the 6th graders, with the school counselor, travel between the classrooms to meet their new teachers and explore the classrooms. They are also given a sample schedule of what their day in junior high will look like at this time.

## 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 Schoolwide Plan places extra emphasis on ELA and mathematics. The school provides additional support for all students during their core class time with the use of highly qualified paraprofessionals, Title I and Special Education teacher support. Our small class sizes allow teachers to work individually with students when they are identified as needing additional support based on local assessments as well as growth measures. Students who are identified as needing intense support may receive before and after school tutoring. The instruction within the classroom is also differentiated to meet the students at their learning level. The Title I teacher is available to support students before and after school with any learning needs.

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

<b>7.1</b>	<i>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.)</i>