

Title I Schoolwide Plan

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

District Name:	Hyannis Area Schools District 11
County Dist. No.:	38-0011
School Name:	HYANNIS ELEMENTARY
County District School Number:	38-0011-003
School Grade span:	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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Tiffany Rice
School Principal Email Address:	tiffanyrice@hyannislonghorns.org
School Mailing Address:	HYANNIS ELEMENTARY 332 EAST HWY 2 P.O. BOX 268 HYANNIS, NE 69350
School Phone Number:	308-458-2202
Additional Authorized Contact Person (Optional):	Kendra Rambat
Email of Additional Contact Person:	kendrarambat@hyannislonghorns.org
Superintendent Name:	Travis Hawk
Superintendent Email Address:	travishawk@hyannislonghorns.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	X Yes <input type="checkbox"/> No
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Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	
<p style="text-align: center;">Tiffany Rice Stacy Nollette Bobbie Zimmerman Kendra Rambat Nancy Anderson Amanda Rath Anita Ferguson Mackenzie Carstens</p>	<p style="text-align: center;"><u>Titles of those on Planning Team</u></p> <p style="text-align: center;"><u>Parent Administrator</u></p> <p style="text-align: center;">Principal Para Parent Title I teacher K teacher SPED teacher 5th Grade teacher ESU 16 Consultant</p>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 81	Average Class Size: 12	Number of Certified Instruction Staff: 13
Race and Ethnicity Percentages		
White: 98 %	Hispanic: 0%	Asian: 1%
Black/African American: 1%	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: 0 %	English Learner: 0 %	Mobility: 0%

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
DIBELS 8	
MAP	
NSCAS	

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>
<p>Hyannis Area School schoolwide plan includes strategies to address the needs of all students. It focuses on the needs of low-achieving students and students who are at risk for not meeting the state standards. A variety of assessment data is used to determine areas of need for students.</p> <p>We use DIBELS 8 Assessment 3 times a year with monthly progress monitoring. The school district purchased Amplify Reading as our DIBELS platform this school year, which is used for our Title I program. Throughout the summer of 2021, I was provided with training on the running, administering testing, and reporting. As the Hyannis Area's Schools Title I interventionist, I use the results of the DIBELS assessment to build the platform for our program and use its progress monitor piece to measure goals.</p> <p>2nd-6th take the MAP testing in the fall and spring. Administration collaborates with staff to go over the results and reports following testing. Classroom teacher then collaborated on using the data to provide meaningful instruction to the class.</p> <p>This winter our students took the NSCAS pilot. Students 3rd - 6th in our elementary school take the NSCAS every spring.</p> <p>The result of these assessments, teacher observation, classroom performance and grades (for those who are failing or at-risk of failing to meet standards) will be considered each year when planning instruction and deciding which students are in need of help.</p> <p>Evidence: Meeting Agendas Assessment Reports Testing Schedules Sign in Sheets</p>	

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>
<p>In our elementary school, a parent/community survey was available for K-6 students' parents to take at the fall conferences. This Data was reviewed by the Continuous Improvement Team and results were shared with staff.</p> <p>We have held a few parent meetings during the school year where parents could ask questions. Meetings were held at our Family Appreciation and Open House night, Annual Title I meeting, and during our Kindergarten Round Up Parents Meeting.</p> <p>District 11 is located in a very rural community. Parents and community members are actively involved in our school. When our school thrives, so does the small community of Hyannis. The school district works hand in hand with our parents and community to provide the very best learning for our students to be successful.</p> <p>Evidence: K-6 parent/community survey Title I Agenda during PT Conferences PT Conferences sign in sheet</p>	
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>
<p>Hyannis Area Schools strive to be, "The Most Caring Place on Earth." All students are provided with the knowledge, skills, and experiences needed to become a lifelong learner. Our staff work together with teachers to implement interventions, differentiate instruction, and collect data. This is done through monthly MTSS Meetings, SAT meetings, and IEPs. Our district's goal has been to improve student reading across all grade levels. The Title I Reading Program is the foundation for meeting that goal for all elementary students.</p> <p>Our classroom teachers have a running student watch sheet that they add important information to during the year. Teachers take Friday afternoon monthly to collaborate and discuss the needs of our at risk students. SAT also meets every 6 weeks to look at student goals and evaluate progress.</p> <p>Each team in our district focuses on helping improve our district, focusing on curriculum, technology, data, assessment, behaviors, and student needs.</p> <p>Evidence: CIP information Running student watch sheet (updated monthly) MTSS Meeting Agenda Title I Schedule</p>	

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>
<p>Our school district gives the DIBELS assessment 3 times a year for K-6 students. After students are given the assessment each time, the data is reviewed. The K-3 students that score below the benchmark are then placed on an Individualized Reading Plan through Title I. But, Title I also serves students 4-6 as needed.</p> <p>Goals are set and individualized interventions are put into place. As the Title teacher, I try to group and meet with these students daily. I provide instruction through M-Class, ARC Reading, and other highly quality intervention programs. The instruction is highly focused on Phonics and Phonemic Awareness skills.</p> <p>If a student is showing regression or no progress, the SAT team will meet with parents and set a plan for interventions over a period of time for the student to work on goals that are attainable for them.</p> <p>Evidence: SAT Meeting notes Title I Schedule IRIP Template 21-22 K-6 IRIP Plans Parent Notes SAT Form</p>	

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>Throughout the school year, our staff is provided with several opportunities for professional development. Professional development is provided by our administration and ESU 16. Our past school improvement goal was that all students will improve reading skills across the curriculum. 2 years ago our district purchased and implemented American Reading Company (ARC) as our core K-6 reading program, which our elementary staff has received several Professional Development opportunities.</p> <p>The district has also added Zearn and IXL to supplement our curriculum. Our administration has provided us with training on the use of these programs.</p> <p>ESU 16 has provided multiple training and professional development opportunities to our district. They have overseen our MTSS program, coached new teachers, provided training for our SPED and Title I programs, and any other professional development needed.</p> <p>Evidence: 6 days of ARC training Title I Professional Development ESU Professional Learning for Hyannis Area Schools Zoom meetings on Fridays with Zearn & IXL</p>	

4. Strategies to increase parent and family engagement

4.1	<p><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>
<p>During our district parent teachers conference in the fall, parents are given the School-Parent Compact. They're able to review, ask questions, make adjustments, and sign it during this time. Also, during our spring Title I meeting we have an opportunity to go through the compact as well.</p> <p>Evidence: Parent-Student-Teacher Compact</p>	
4.2	<p><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>
<p>Hyannis Area schools have all Title I policies, procedures, compact, and school wide plan posted on our District website. Parents are sent home a copy of our Family Engagement Policy and Procedures during our fall parents teachers conference. They also are distributed, reviewed, and parents can add input at our spring Annual Title I meeting.</p> <p>Evidence: Family Engagement Policy</p>	
4.3	<p><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>
<p>Last school year Hyannis Area schools held our Annual Title I meeting February 19, 2021. We held an ice cream social. During the social, a short presentation and discussion about the district Title I program was shared. Our Parent/Family Engagement Policy and Student-Parent-Teacher Compact was reviewed. This year's meeting is set for May 3, 2022.</p> <p>Throughout the school year, reports are sent home to parents on how their student is progressing. I always try to touch base with all Title I parents throughout Parent Teacher Conferences. Also, I meet with parents during the Kindergarten parent meeting to introduce myself and go through how our district's Title I program serves all students.</p> <p>Evidence: Annual meeting sign in sheet Annual meeting Agenda Title I Information Letter Presentation Meeting Flier</p>	

5. Transition Plan

<p>5.1</p>	<p><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>
<p>Hyannis Elementary school works closely with Noah's Ark Preschool that is provided by Shepherd of the Hills Lutheran Church. In the spring we host a Kindergarten Roundup and a Parents Meeting. During this meeting the Title I teacher, administration, and Kindergarten teacher present information to the parents. Our upcoming Kindergarten Roundup is set for May 3, 2022. Kindergarten Round-Up is designed to help make the transition into our school district more successful for children.</p> <p>Evidence: Kindergarten Checklist Kindergarten Round Up Flier Parent Sign in sheet</p>	
<p>5.2</p>	<p><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>
<p>Hyannis Area Schools is a K-12 building. All grades are able to have multiple interactions through the week with all staff. Last year we started a Step Up day for K-6th grade students. This gives students a chance to spend some time with their upcoming teacher in their classroom and get a sample of what they will be learning. This spring it is scheduled for April 27, 2022.</p> <p>Our high school also offers an On to College Class, which helps prepare students for furthering their education after high school. There is an ACT Prep class for all juniors. They're able to take a Pre ACT, as well as the District provides all Juniors with a day in March to take the ACT here in our building.</p> <p>Students have an opportunity to take a variety of college courses in our district. These courses range from College Comp, College Algebra, Trigonometry, and Medical Terminology. Also, seniors are offered a work study class that allows them to get hands-on learning experiences out in the community.</p> <p>Evidence: College Prep Schedule Graduation Requirements STEP UP Day flier ACT Notice Work Study & College Class Schedule</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 teachers at Hyannis Area Schools are contracted from 7:45 am-3:45pm daily. The 15 minutes before and after school allows some time for students to receive extra support if needed. This can include extra instruction, to making up assignments. However, this needs to be arranged ahead of time since most of our students ride the bus to and from school.</p> <p>Classroom teachers, grades K-6 have added a 20 minute WIN block in their schedule. During this time, students are able to receive 1 to 1 interventions with teachers, paraprofessionals, and the Title I teacher.</p> <p>Also, through the ARC reading program, teachers have implemented 30 minutes of reading STEPS during the day and 30 minutes of reading STEPS at home each night. This is to encourage and support students being more independent readers. Students also have time during the school day and the opportunity at home to work on their own learning level with IXL and Zearn.</p> <p>Throughout the summer, the Grant County Library hosts a summer reading program. This encourages students to build reading skills throughout the summer.</p> <p>Evidence: Elementary Teachers Schedule Home Letter-STEPS STEP Up Challenge Note</p>	