

# 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:	Westside Community Schools
County Dist. No.:	28-0066
School Name:	Hillside Elementary
County District School Number:	28-0066-005
School Grade span:	K-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input 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:	Cynthia Bailey
School Principal Email Address:	bailey.cynthia@westside66.net
School Mailing Address:	7500 Western Avenue, Omaha, NE 68114
School Phone Number:	402-390-6450
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Dr. Mike Lucas
Superintendent Email Address:	lucas.mike@westside66.net
Confirm that the Schoolwide Plan will be made 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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Erin Bock Cynthia Bailey Lisa Ulmar Sarah Koenig Kathy Dworak Chris Keele Quinn McGuire Melisa Reeves Doug Krenzer Kris Karnes  _____ _____	<u>Parent Administrator</u> Parent Parent Parent Parent Teacher-Leader Teacher School Board Member School Board Member  _____ _____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 378	Average Class Size: 22	Number of Certified Instruction Staff: 37
<b>Race and Ethnicity Percentages</b>		
White: 66 %	Hispanic: 13 %	Asian: 2 %
Black/African American: 10 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 9 %
<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: 46 %	English Learner: 4 %	Mobility: 6 %

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

*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

<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 instruction. Provide supporting documentation in the corresponding folder.</i></p> <p>All teachers in the district uses data on a regular and systematic basis to ascertain needs and adjust instruction and intervention quarterly. Building staff have regularly compiled, reviewed and interpreted ongoing trends using multiple years of data from the state NSCAS assessment administered in grades 3-6, the Measures of Academic Progress (MAP) assessment in grades 3-6, and assessments in FASTBridge in reading and math as well as social-emotional behavior (SAEBRS). Demographic data used for disaggregation include reduced meal eligibility, verified disabilities, non-resident, and mobility. The MTSS (RTI) team also examines data from FASTBridge assessments in reading and math. The School Design Team examines data from the SAEBRS, and all academic assessments to guide its work in adjusting the building plan.</p> <p>Westside Community Schools provides ongoing training in examining and analyzing data in order to address student needs. At each building, there are regular team meetings among classroom teachers, administration, interventionists and school psychologists to evaluate intervention and student progress (MTSS - Multi-tiered student support, which is the district's RTI process). Teachers also disaggregate and analyze data in the Professional Learning Community meetings weekly.</p> <p>Supporting Documents:</p> <p>NSCAS Results          MAP Assessment Results          Example of MTSS note-taking sheet (FAST PLC)          Hillside PLC Spreadsheet</p> <p>Using FASTBridge assessments in both reading and math (from early reading to upper elementary), teachers meet regularly to review the data and plan adjustments in intervention and instruction. The MTSS process includes universal data analysis sheets to assist teachers in using data productively. In addition to the benchmark data analysis, teachers also meet to check in regarding barriers to delivering timely and well-targeted interventions. Hillside runs regular Professional Learning Community meetings once per week. PLC meeting minutes are also included in the evidence for 1.1.</p>
<b>1.2</b>	<p><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> <p>After phasing out a district survey, a climate survey was created for Hillside in order to gather parent input regarding our school. This survey was to be sent out just after spring parent-teacher conferences in mid-March. A pdf of that survey is included here. This survey has not yet been sent out this spring because school (as we know it) has been halted. A decision will be made whether to send this survey out yet this spring or wait until parent-teacher conferences in Fall of 2020. Other sources of parent/community feedback are monthly Community Club meetings and regular meetings of the Parent Advisory. A pdf of the survey and an example of an agenda for each is included as evidence.</p>

Supporting Documents:

Community Club agenda  
Parent Advisory agenda  
School wide survey

**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 Westside district provides a structure for administrators to track progress in several areas of school wide improvement efforts (Heat Map). These checkpoints quarterly throughout the year include nationally normed assessments (MAP, FASTBridge), state test results (NSCAS), district common formative assessments, and survey results. Hillside also tracks information reflecting PBIS efforts (office referrals) and teacher engagement. This data is reflected on Hillside's Heat Map. Hillside meets regularly as a part of the MTSS process; meetings include teaching teams, interventionists (reading coordinators), school psychologist & counselor, and the administrator as a part of this process. These quarterly MTSS meetings address academic achievement and social-emotional assessments, as well (in separate meetings). Teams regularly check progress in Professional Learning Community weekly meetings and make adjustments, as appropriate. Interventions, if necessary, are selected from a district intervention matrix which includes research-based and approved interventions. These resources are available to teaching teams, as needed, for both general education students and special education students, as appropriate.

Hillside employs 2 reading coordinators who work closely with teachers to provide excellent literacy instruction and intervention. Hillside also has several well-trained paraprofessionals who assist with supporting reading instruction, as well. The master schedule is constructed so that small-group reading time is coordinated among classrooms. Flexible grouping is employed in many grade levels so that small groups of students who require the most assistance are well coordinated and served.

This year Westside adopted the Second Step SEL curriculum for students in grades K-8. In the last two years, the district has made PBIS a K-12 initiative in order to streamline expectations for all buildings. Hillside classroom teachers make SEL a scheduled expectation for teachers to deliver a weekly Second Step lesson. Hillside provides a variety of supports to promote positive behavior in the classroom and school as a part of the district's Positive Behavioral Interventions and Supports program. Three times a year, teachers complete a universal screening tool (SAEBRS) that identifies students at risk for both internalizing and externalizing behaviors. The Positive Behavioral Interventions & Supports (PBIS) Team then meets weekly to identify interventions to match student needs in the area of behavior support. A monthly Tier I PBIS team meeting (including extended staff and parent representation) comes together to examine progress in supporting behavior at Hillside. Teachers use a variety of activities and strategies to promote positive behavior and decision-making in their classrooms. Staff implement a 3 tiered system of supports including Tier 1 for all, Tier 2 for additional supports, and Tier 3 for intensive interventions/supports. Some of those additional supports might include counseling, student and adult mentoring, and supplemental social skills groups. Starting in 2018-2019 our district developed Behavioral Health Teams at each building who worked to create instructional modules for staff. These are delivered monthly.

Westside Community Schools has a Strategic Plan that is continually refined and updated. This serves to give all sites a structure so that individual building plans may be guided. The idea of site planning is incorporated into the District Strategic Plan.

Hillside's building plan is created using information gathered from assessments and surveys, as well as input from the Community Club, the Parent Advisory, and Hillside's Design Team (which includes teacher representatives, the teacher-leader, the principal, the school psychologist, and the school counselor). The plan is examined every year and updated as needed.

Supporting Documents:

- Westside Strategic Plan
- Hillside Building Plan
- District Intervention Matrix
- Heat Map
- PBiS Agendas
- PLC Minutes Spreadsheet
- MTSS Meeting Minutes
- Master Schedule
- Behavioral Health Module

## 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.*

Hillside incorporates many strategies to address the needs of all students, particularly students considered to be at-risk. In addition to regular MTSS data review meetings and strategy/intervention review meetings, Hillside also conducts once weekly PBiS team meetings as a part of their PBiS plan. These meetings include problem solving for students exhibiting a variety of challenging behaviors as well as addressing needs that may be affecting learning for that student. Students are screened quarterly using SAEBRS (Social Emotional Academic Behavioral Risk Screener), the FASTBridge screener for externalizing and internalizing behaviors. Information from that screener is used to target students who may need behavioral intervention (such as incentives or visual charts) to support behavior and work habits at school. Hillside has a full-time counselor who conducts small groups, such as Circle of Friends or Skill Streaming groups to assist with friendships or social-emotional challenges. Westside also has a Social-Emotional learning curriculum called Second Step. Second Step lessons are delivered by the classroom teacher; the counselor can follow up with special lessons that need reinforcement or with lessons that are not included in the Second Step program. In addition to regular lessons for students in Social Emotional Learning, teachers also received regular monthly professional development addressing student behavioral health (included is an example of a monthly training).

Hillside has a nearly full-time school psychologist who also works closely with families and with students. She also can conduct Skill Streaming groups to support students with behavior skills. In addition to conducting assessments, she is also included in all MTSS meetings to assist with data analysis and response to intervention.

Hillside participates in TeamMates, a mentoring program; mentors come to Hillside regularly to have lunch with mentees and to give them some additional one-on-one adults attention. Hillside also has a social worker who interacts with families in a variety of ways. The social worker can help families who are in need from time to time or others who may need regular support with access services.

Hillside's counselor works closely with the food bank to provide food for backpacks on Fridays. We also partner with are churches who provide school supplies and backpacks periodically for children who are in need. She

also monitors attendance data and interacts with the GOAL center for students who require assistance in attending school regularly.

Supporting Documents:

- District Intervention Matrix
- Behavioral Health Training Module (example)
- Hillside Professional Development Plan
- Hillside PLC Minutes
- SEL Standards and Lesson spreadsheet
- SAEBRS Data spreadsheet
- MTSS meeting notes

### 3. Qualifications of instructional paraprofessionals

<b>3.1</b>	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>All paraprofessionals in Title I schools in Westside Community Schools meet ESEA requirements, using either college credits or Project Para. Spreadsheet is attached. Educational Assistants meet regularly with administration and receive regular trainings and updates via meetings and additional training sessions.</p> <p>Supporting Documents:</p> <ul style="list-style-type: none"><li>Para qualification spreadsheet</li><li>Additional training day agenda</li><li>Agendas for para meetings</li></ul>	

### 4. High quality and ongoing professional development

<b>4.1</b>	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Ongoing professional development occurs at Hillside in several ways. The district has created handbooks for both classified and certified staff that are updated annually. The English Language Learning department also updates a handbook annually and maintains a website so that teachers may access to reference best practice when teaching English Language learners. The week or so before school begins, WCS conducts staff development for all certified staff. During the school year, the district provides behavioral health modules monthly for delivery at the school site so that staff can stay up to date and trained regarding the social-emotional well-being of students. Also, the district provides regular training for certified teachers re: MTSS data analysis, and a module is included as evidence. The district has offered some stand-alone trainings on different topics, notably, for 2019-20, cultural awareness. Hillside has a year-long site plan for professional development (included). Each year, trainings and topics are posted and follow up is provided. This year at Hillside also included book studies of choice for certified staff; topics ranged from Hacking School Discipline to cultural awareness. Administration at Hillside provides regular meetings for the educational assistants at the building in order to offer professional development to these individuals. Professional Development sessions for</p>	

educational assistants were ongoing this year, and large workshops were offered in January and February of 2020.

At the beginning of the school year, each certified staff member selects a personal professional goal to pursue throughout the year. Staff members who choose may share these in a spreadsheet to find other like-minded individuals at the building. Also, the entire building shares a professional goal (i.e., improving fluency in reading) to pursue together. These goals are reviewed mid-year and again at the school year's end.

When a teacher enters the Westside district, they become a part of the LEA (Lighthouse Educators Academy) and receive training that will ensure they are trained in aspects pertinent to and unique to our district. This academy is 3 years in duration.

**Supporting Documents:**

- Hillside PD Plan
- Individual Book Studies spreadsheet
- Educational Assistant meeting agendas
- Educational Assistant Training Days agendas (2)
- Educational Assistant List of PD Days
- Example of a Behavioral Health training slideshow
- Example of an MTSS data analysis training slideshow
- Pre-opening trainings (various)
- Certified Staff Handbook
- Classified Staff Handbook
- ELL Handbook (guidelines and instructional guidance)
- LEA Calendar

## 5. Strategies to increase parental and family engagement

<b>5.1</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>
<p>The School-Parent Compact was jointly developed by parents, teachers and administrators in our district. The compact is included in the Westside Community Schools' Parent/Guardian Handbook, and parents and guardians read and sign their consent upon updating their registration electronically every year. A copy of the Westside Community Schools' Handbook is included. The compact is on pages 39-40.</p> <p>Supporting Documents:</p> <p>WCS Parent-Student Handbook</p>	
<b>5.2</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>
<p>Hillside has several ways to engage parents and a variety of opportunities for parents to engage with all academic areas and activities. Specifically, to address the school wide plan, Hillside has a Parent Advisory which includes parents, school board members, teachers, and administration. The Parent Advisory meets four times per year. Topics for the Advisory for this past school year have been (but were not limited to): academic testing and test scores, interventions, Hillside's building plan design, and school wide communication with</p>	

parents/stakeholders. This group reviewed and discussed Hillside's school wide plan. The plan was also shared in a larger forum with Hillside's Community Club (members of the Advisory are also members of the Community Club).

Hillside's Community Club is also an active group of involved parents who give input into plans and programs at monthly meetings.

Other efforts to engage the community with Hillside include, but are not limited to:

#### One School, One Book

- Use of Title I funds/Innovation funds to accomplish this year's OSOB event
- Literacy Team spearheads this effort
- OSOB all-school evening event (well attended)
- Morning reading in the library (one morning, we had 80 in attendance at 8:15 a.m.; guest readers)
- Daily quizzes and activities

Culminating night is a Literacy Night to invite in the community to celebrate the book chosen for the year (this year, it was *The One and Only Ivan*)

#### Literacy Night (One School, One Book Culminating Event)

- Activities tie in with the book selection for One School, One Book
- Title I funds may be used on this night
- Parent volunteers participate, as desired

#### Rise and Shine Literacy Breakfast

- Families come for a light breakfast (fruit, cookies, juice) and receive a free book
- Staff, students, and parents/guardians share their love for reading on this day
- Title I funds are typically used for aspects of this event

#### STEAM Night/Art Week

- Parents/guardians may volunteer for a booth at this event
- Community stakeholders may also participate as "experts" in the fields of science, art, and engineering
- A science expo is planned to display student science investigations

#### Partnerships with the Community:

- America Reads (UNO students)
- Underwood Hills Presbyterian Church
- Creighton Prep (student tutors and Spanish program in Kindergarten/ELL and cultural exposure effort)
- Regular volunteer (retired science teacher from Creighton Prep) who helps us in every way
- Westside High School student volunteers (extracurricular events)- Westside Community School's Ed

#### Rising

- Teammates (mentors in schools)
- Children's Behavioral Health partnership

#### Communication w/Stakeholders

- Classroom teachers produce and send a weekly newsletter
- Administration produces and sends weekly newsletter

#### Hillside Community Garden

- Operated in conjunction with Community Club and STEAM Team

- Planning stages and initial launch: Spring of 2019
- Multi-grade effort supported by a Gardening Club (parents/guardians, students, & staff)

Also, there are two classroom party opportunities at which parents can sign up to help: Halloween/Fall Festival and Winter Celebration.

Supporting Documents:

Hillside's Parent Involvement Policy  
 Sign-in Sheets for family engagement events  
 Community Club agenda/minutes  
 Parent Advisory agenda/minutes  
 Notes on Engagement at Hillside

**5.3** *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.*

The annual Title I parent information/input meeting was held on October 2, 2019. At the Title I meeting, parents view the informational slideshow, ask questions, and give input regarding our school wide plan. The slideshow, notice of the meeting, and the sign-in sheet are all provided.

Supporting Documents:

Community Club agenda/minutes (Title I meeting)  
 Sign-in sheet for Title I meeting  
 Informational Slideshow for Title I meeting  
 Notice of Title I meeting (in newsletter)  
 Highlighted parent engagement events

## 6. Transition Plan

**6.1** *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). Provide supporting documentation in the corresponding folder.*

Parents receive a letter explaining Round-Up the spring before Kindergarten begins; parents also receive other helpful information, such as: a roster of student service providers at Hillside; a letter explaining the grouping process for Kindergarten Roundup in the fall; a general information sheet for Kindergarten orientation; a letter from the school nurse; and a handy list of websites that parents/guardians might find helpful.

Prospective kindergarten families are invited to a welcome meeting in April; here they receive a welcome folder with lots of information about Hillside, schedules, a list of handy websites, traffic pattern maps, and information about kindergarten. We also welcome families new to Hillside who would like to know more about our school. We speak for about 30 minutes then take families on a tour of the building.

Westside welcomes families at a Sneak-a-Peek night before school in August when all families may come to the school to meet their teacher, deliver supplies, and introduce themselves to others in the building.

Hillside's Kindergarten Roundup the first several school days in August provides a comprehensive 4-day window for teachers to meet and get acquainted with incoming kindergarteners. Students are invited to Hillside during the first four days of classes in two separate groups. Teachers spend time getting to know students and providing a thorough orientation to the kindergarten experience. After both groups of kindergarten students have attended (each session is 2 days), all kindergarten students are assigned a teacher and all students attend together on the fifth day of school. Community Club hosts breakfasts on 2 of these days to get to know new families.

Supporting Documents:

- Kindergarten Roundup Letter (district)
- District Kindergarten Roundup Postcard
- Hillside Student Service Providers
- Kindergarten Health Checklist
- Douglas County Health Clinic Information
- Top 10 Signs of a Good Kindergarten Classroom
- WCS Early Childhood Philosophy
- Kindergarten Orientation information
- Kindergarten Registration Reminder Postcard
- Letter from the school nurse
- A list of websites

**6.2**

*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). Provide supporting documentation in the corresponding folder.*

Students have several opportunities to participate in transition activities to the middle school. Westside Middle School provides two nights (for scheduling purposes) for parent information regarding middle school. Also, counselors come to the elementary school in the early spring to speak to 6th grade classes about registration. Additionally, there is an event that 6th grade students attend in the spring called the "Warrior Walkabout." This is a special day devoted to showing 6th graders how things work at the middle school, getting them on the middle school campus, and offering opportunities to get to know the surroundings. Also, resource students are offered a separate, additional opportunity to explore the middle school and meet their resource teacher(s). Counselors from the middle school also work with the 6th grade general education, resource teachers, counselor, elementary school counselor and school psychologist, as well as the elementary school administrators to group students and make sure they are addressing needs.

Supporting Documents:

- Transition Information Sheet for 6th Grade
- Evidence of Informational Video for Warrior Walkabout
- Warrior Walkabout Schedule for Administrators
- Communication to Parents re: Transition

**7. Strategies to address areas of need**

**7.1**

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.*

Guided reading, guided math, interventions in reading and math; master schedule; Learning League after school; summer school; Genius Hour

Hillside Elementary has extended the reading and math blocks, which allows for teachers to meet with guided reading and guided math groups. Guided groups are smaller groups of students that work at their instructional levels. These groupings are flexible and guided by data collection re: performance. Teachers meet with groups that are working below grade level more often throughout the week. Students who need more practice in reading or math meet with their teachers in small groups from three to five times a week. Hillside also has identified students who need further intervention in reading and math; these students work with teachers, reading or math interventionists, and sometimes volunteers to further conceptual development or fluency. Hillside also organizes various after school learning sessions that address areas of academic need or which provide enrichment. Hillside began using the intervention Spring Math this year, in addition to Rocket Math, to assist with math fluency

Hillside also provides project-based learning to be completed during the school day (during flex learning times). This is termed, "Genius Hour" and provides students with resources they may use to construct passion projects or independent learning projects. Hillside has used grant funds since 2018 to purchase resources and organize them into mobile learning labs (STEAM Kits).

Summer school is also offered (Westbrook and Hillside combine for this) for 3 weeks during the summer. Subject matter is reading, writing, and mathematics; also, enrichment is offered at summer school.

Planned for this year were after-school martial arts classes with Master Thomas Todd; we were unable to run those, due to the COVID-19 situation. We hope to hold these next fall in conjunction with Championship Martial Arts, Omaha.

Typically, members of Hillside's certified staff run after school sessions for enrichment and re-teaching, usually starting March-April. We were unable to organize these this year; however, included is the spreadsheet from 2018-19 of additional after-school instructional sessions.

Supporting Documents:

After School Math Session Spreadsheet

Hillside Master Schedule

Genius Hour Information

Genius Hour website (jpeg)

Genius Hour informational slideshow

STEAM Kits information sheet

Summer School parent flyer

Summer School information sheet

Karate After-School Classes Flyer

**8. Coordination & integration of Federal, State and local services & programs**

<b>8.1</b>	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Hillside's school-wide plan will be funded through a variety of sources including general fund, Title II A, and Title I. Title I Funds are utilized to support the salaries of our kindergarten teachers across our 4 School-Wide Title buildings and parent engagement funds. Title II-A funds support a mentoring program for new teaches and principal coaching including opportunities for staff to attend Adaptive Schools and Cognitive Coaching sessions.</p> <p>General funds support lower class sizes especially in K-3, a reading specialist(s), educational assistants in the building for the purpose of assisting students at-risk in reading and math, assistant principals (only in Title buildings). General funds also support a summer school program available only to our Title buildings for students identified at academic risk.</p> <p>Supporting Documents: Title I funding page</p>	