

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
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 checked="" 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):	Quinn McGuire
Email of Additional Contact Person:	mcguire.quinn@westside66.net
Superintendent Name:	Dr. Mike Lucas
Superintendent Email Address:	lucas.mike@westside66.net
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

<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>
<u>Quinn McGuire</u>	<u>Administrator</u>
<u>Cynthia Bailey</u>	<u>Administrator</u>
<u>Tracy Murnan</u>	<u>Teacher</u>
<u>Jeannene Mustoe</u>	<u>Teacher</u>
<u>Rondel Korbelik</u>	<u>Teacher</u>
<u>Chris Turner</u>	<u>Teacher</u>
<u>Erin Palzer</u>	<u>Parent</u>
<u>Emily Hansen</u>	<u>Parent</u>
_____	_____
_____	_____
_____	_____
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 375	Average Class Size: 19	Number of Certified Instruction Staff: 38
Race and Ethnicity Percentages		
White: 57%	Hispanic: 18%	Asian: 2%
Black/African American: 12%	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 10%	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 43%	English Learner: 10%	Mobility: 2.7%

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

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	<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>All teachers in the district use data on a regular and systematic basis to ascertain needs and adjust instruction and intervention quarterly, if not more often. 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 (including the school psychologist) 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>Westside Community Schools also partners with Hanover to create and distribute a survey to students and staff to measure feelings of belonging in our school community. Surveys are distributed at the start and the end of the school year.</p> <p>This past school year, Hillside has engaged in an Additional Targeted Support and Improvement plan with the assistance of the district special education department. Hillside's special education team performs weekly audits of student progress monitoring data and adjusts intervention frequently to meet the needs of students accessing special education.</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> <p>Supporting Documents:</p> <ul style="list-style-type: none">NSCAS Results 2022FASTBridge Report exampleMAP Assessment Results 2022-23 (Fall to Winter)MAP Growth reportsHanover surveyExample of MTSS note-taking sheet (FAST PLC)ATSI spreadsheet exampleData processing sheet for MTSS MeetingsHillside Building Data sheet	

MTSS Meeting Minutes	
1.2	<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>A Hillside parent meeting was held in September to inform parents of Hillside’s Title I status, programs, and mission. At that meeting, parents and families gathered for an informal question and answer session after the presentation. There, parents were able to give their opinion and suggestions regarding the involvement plan for the year and invited to parent meetings.</p> <p>Hillside also sent out a parent survey to all families via the weekly newsletter as a link. The survey specifically sought feedback about how administrators and teachers connect with our families and how best to proceed with communication. We also asked questions in order to discover what parents and families believe they need from their school. The results of the survey are included as evidence for 1.2.</p> <p>Supporting documents:</p> <p>Hillside Survey Hillside Title I slideshow Title I Parent Meeting Notice Open House/Curriculum Night Notice Parent Meeting Sign-In (Open House/Curriculum Night)</p>
1.3	<p><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> <p>The Westside district provides a structure for administrators to track progress in several areas of school wide improvement efforts (Hillside Action Plan). 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 (district survey). This data is reflected on Hillside's Building Data sheet. Hillside leadership and teachers meet regularly as a part of the MTSS (RTI) process; meetings include teaching teams, interventionists (reading coordinators), speech pathologist and EL teacher (when appropriate), school psychologist & counselor, and the administrators as a part of this process. These quarterly MTSS meetings address academic achievement or 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.</p> <p>Hillside employs two reading coordinators who work closely with teachers to provide excellent literacy instruction and intervention. Hillside also benefits from a part-time instructional coach who meets with teachers to improve instruction. Hillside has several well-trained paraprofessionals who assist with supporting reading instruction, as well. The schoolwide master schedule is constructed so that small-group reading time is coordinated among classrooms so that use of specialized personnel is maximized. Flexible grouping is employed in many grade levels so that small groups of students who require the most assistance are well coordinated and served. Hillside also has a full-time English Learner teacher to assist students who qualify for the English Language Learner program. This professional integrates her efforts into the classroom and works closely with classroom teachers to differentiate instruction and to focus instructional efforts to advance the English language learner population at Hillside. Hillside also benefits from small group instruction delivered by a gifted learner certified teacher who works to extend the curriculum in both reading and math for students who qualify.</p> <p>Three years ago, Westside adopted the Second Step SEL curriculum for students in grades K-8. Several years ago, the district 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. All classroom teachers at Hillside also conduct a daily class meeting to begin the day in order to connect with students. The school counselor also schedules time in each classroom for lessons with a particular focus</p>

(working with the classroom teacher to identify areas of need). 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 also meets weekly to examine behavior referral data from staff and to identify measures 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 (data is kept in a program called Educlimber).

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 that meet to practice social skills or to learn. 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 Action Plan is created using information gathered from assessments and surveys, as well as input from the Community Club and Hillside's Design Team (which includes teacher representatives, the assistant principal, 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 Action Plan
- District Intervention Matrix
- PLC Minutes (Pt. I and II)
- MTSS Meeting Minutes
- Master Schedule
- Second Step Information
- PBiS Meeting Agenda
- MTSS Meeting Minutes

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>
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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 patterns of behavior reflected in behavior referral data as well as patterns reported by PBiS unit/grade level representatives. As the team monitors data, the team may meet on individual students in order to better target supports and interventions for these students regarding behavior. 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 social skills instruction 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 professional development addressing challenging behavior as it relates to

students in the classroom and around the building. Westside also partners with Children’s Behavioral Health to make access to counseling and therapy timely for children who may need those services.

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 adult 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 to services.

Hillside’s counselor works closely with a local food bank to provide food for backpacks on Fridays. We also partner with local churches which provide school supplies and backpacks periodically for children who are in need. The counselor and the social worker monitor attendance data and interact with the GOAL center for students who require assistance in attending school regularly.

For academic needs, Hillside builds in time dedicated to intervention or small group teaching. Westside also has an Excellence in Youth program dedicated to gifted education for students qualifying for that program. In addition, the full-time English Language Learner teacher works with all English Language learners separately and within the classroom to advance language skills. Hillside’s full-time speech pathologist also works with students who qualify for that program within the classroom and separately to advance language skills.

Supporting Documents:

- District Intervention Matrix
- Professional Development Plan-Hillside
- Hillside PLC Minutes
- SEL Standards and Lesson spreadsheet
- MTSS meeting notes
- SAEBRS Alignment with Second Step
- Master Schedule
- Teammates Flier
- Excellence in Youth Newsletter
- Hillside Student Services Flier
- Children’s Behavioral Health letter

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.

Ongoing professional development occurs at Hillside and in Westside 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. At the end of the school year, Westside Community Schools offers a Summer Learning Series to all certified staff so that they can grow their skills in teaching. In the week or so before school begins, WCS conducts staff development for all new teachers and then all certified staff. The district has also offered some stand-alone trainings on different topics, notably, for 2022-23: diversity, equity, and inclusion (through Inclusive Communities).. 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 a series of workshops reviewing BoysTown social skills to assist staff with addressing negative behavior at school. 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 educational assistants were ongoing this year, and large workshops were offered in October and January (2022-23 school year).

At the beginning of the school year, each certified staff member selects a personal professional goal to pursue throughout the school 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.) 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 LEA academy is 3 years in duration.

Supporting Documents:

- Hillside PD Plan
- Educational Assistant meeting agendas
- Educational Assistant List of PD Days
- Pre-opening District Schedule (2022)
- LEA 2022-23 trainings
- Certified Staff Handbook
- Classified Staff Handbook
- EL Parent Guide (guidelines and instructional guidance)

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 Title I School-Family Compact was distributed and reviewed, along with the Parent Engagement Plan at the Annual Title I meeting, this year on September 29, 2022, before Literacy Night began. We were hoping to get input from as much of the community as we were able. Parents gave input, and the compact was shared with the community in October via the family newsletter. The compact is also shared annually for commentary and input with the Hillside staff; this year, it was shared in January and some minor changes were made for 2023-24.</p> <p>Supporting Documents: Hillside Title I Compact Hillside Sign-In Compact (Staff) Title I Meeting Sign-In</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 Title I Parent and Family Engagement Policy was developed at the beginning of the year in August with key members of Hillside's Community Club. The Community Club and administration work closely together to develop a calendar of family events to take place throughout the year to engage and to connect our community. The Parent Engagement Plan, along with the Title I presentation, was shared at the Open House/Curriculum meeting with all parents who attended. Administration also works with the literacy team at Hillside to add events to the plan that will spark learning and engage Hillside families.</p> <p>Supporting Documents: Parent Engagement Plan-Hillside Community Club Schedule of Events-Hillside Community Club Meeting Agenda (example) Copy of Westside Parent Engagement Policy (in Westside handbook)</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>The Title I Parent Meeting was held at Hillside on September 29, 2023. At that meeting, administrators shared the slideshow detailing aspects of Hillside as a Title I school. They also shared the planned events for our school and a copy of the compact for review. A question and answer session was held at the conclusion of the meeting.</p> <p>Hillside also held other family engagement events.</p> <p>Supporting Documents:</p> <ul style="list-style-type: none"> Title I Annual Meeting Notification Title I Fall Presentation to Families Title I Meeting Sign-In Title I Parent Meeting Announcement Open House/Curriculum Night Sign-In One School, One Book Event Fliers Literacy Night Sign-In STEAM Day Schedule 	

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>Transitions at Hillside are as follows:</p> <p>Pre-school/no school to Kindergarten: Parents receive a letter explaining how Kindergarten Round-Up works 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.</p> <p>Students who are involved in the district pre-school special education program attend a transition meeting for their student in the spring, so the transition from pre-school to elementary is thorough. At least one kindergarten teacher attends with the pre-school teacher, the pre-school director, the special education personnel involved in the transition, and Hillside's administrator.</p> <p>Prospective kindergarten families are invited to a family information meeting at Hillside 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. Kindergarten teachers invite the prospective kindergarten students into their classroom for a brief activity.</p> <p>All Hillside families receive a summer newsletter that contains lots of information about the beginning of school and about Hillside. Families also receive a letter from their child's teacher introducing him/herself and telling the child something about what to look forward to for the school year. It is a personal way to welcome students to the classroom.</p> <p>Westside welcomes all families at a Sneak-a-Peek night before school in August when all families may come to the school to meet the teachers, deliver supplies, and introduce themselves to others in the building. Hillside's Kindergarten Roundup, which runs the first several school days in August, provides a comprehensive 4-day window for teachers to meet and get acquainted with incoming kindergarteners. Kindergarten 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</p>	

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.

Transitions from grade to grade:

Hillside offers a day near the end of the school year that we call Jump Up Day. On Jump Up Day, students head to the coming grade to meet next year's teachers and to learn a little bit about expectations in that grade. The sixth graders go down to kindergarten to reminisce.

Supporting Documents:

- Kindergarten Roundup Letter (district)
- Hillside Student Service Providers flier
- WCS Early Childhood Philosophy
- Kindergarten Orientation information
- New Student Information Letter
- Kindergarten Parent Information Night Notice
- Letter from the school nurse
- Summer newsletter example
- A list of websites

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).

Sixth grade (elementary) to middle school:

- Counselors from the middle school come over to Hillside in the spring to talk to sixth grade classes about registration and other middle school topics.
- Westside Middle School hosts a Parent Information Night in March for families to come and learn about many aspects of middle school.
- Sixth grade students head to the Warrior Walkabout near the end of the school year. There, they listen to presentations from the middle school, tour the school, find the lockers, etc.
- Students in the resource program also get an additional day to tour their classrooms and the middle school with the resource teachers so that they are comfortable when middle school starts in the fall.
- Students in 6th grade at Hillside attend a promotion ceremony at the end of the year and a special lunch provided for students on the last day of school.

Supporting documents:

- Warrior walkabout letter
- Westside Middle School Parent Information Night Flier

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.

Small group reading, small group math, interventions in reading and math; master schedule; Learning League after school tutoring; summer school; Excellence in Youth small group learning sessions

Hillside Elementary has extended the reading and math blocks, which allows for teachers to meet with smaller, focused reading and math groups. In these groups, students might receive reteaching, more practice, or more support with the whole group teaching. Students might also receive specific interventions during these blocks,

either in reading or in math. These groups are flexible and guided by data collection re: performance. Teachers meet with groups that are working below grade level more frequently throughout the week. Hillside has identified students who need further intervention in reading and math; these students work with teachers or reading or math interventionists to further conceptual development or fluency.

Hillside teachers also organize after school learning sessions that address areas of academic need or which provide enrichment. Also during the day, Hillside runs a day of STEAM activities to spark and enrich learning in the areas of science, technology, math, and engineering. Hillside also organizes a weeks-long reading activity called One School, One Book. Students are encouraged to read the book at home with their family, but staff also organizes read alouds so all students can access the contents of the book chosen for that year.

Hillside does have a program set up to utilize volunteers from a nearby high school to come in during the day to read with younger students, practice math, and to tutor in other capacities for those who need some extra practice. Hillside also has one or two regular volunteers who come in to help on a regular basis.

Hillside has used grant funding to purchase resources and organize them into mobile learning labs (STEAM Kits). Summer school is also offered (Westbrook and Hillside combine for this) for 2 sessions during the summer. Summer school focuses on building skills in reading and math.

Typically, members of Hillside's certified staff run after school sessions for enrichment and re-teaching, usually starting March-April. Besides the math tutoring running this year (2023), a certified teacher is, again, organizing the planting, tending, and harvesting (in the fall) of a school garden. Students involved in the school garden typically plan, sprout seedlings, and plant a variety of vegetables and flowers in the spring. Students at the summer care program and area families water and weed the garden during the summer months.

Supporting Documents:

- After School Math Session Information Letter
- After School Tutoring Schedule
- Hillside Master Schedule
- Community Garden Seed Drive flyer
- STEAM Kits information sheet
- Summer School parent flier
- STEAM Day Schedule

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

7.1	<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>
	N/A. Our district does not consolidate funds. Our district chooses to coordinate and integrate local/state general funds, federal funds (ESSA funds), National School Lunch funds in order to meet our students' needs and support student achievement.