

Title I Schoolwide Plan

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

Date of Review:	10-14-24
District Name:	Westside Community Schools
School Name:	Hillside Elementary
County-District-School Number: XX-XXXX-XXX	28-0066-005
Grades Served with Title I-A Funds: (PK is rarely served)	K-6
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. (Mark appropriate box)	<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):	Kerri Lewis
Email of Additional Contact Person:	lewis.kerri@westside66.net
Superintendent Name:	Dr. Mike Lucas
Superintendent Email Address:	lucas.mike@westside66.net

<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>
Erin Palzer	<u>Parent</u>
Cynthia Bailey	<u>Administrator</u>
Kerri Lewis	Administrator
Emily Hansen	Parent
Tracy Murnan	Teacher
Jeannene Mustoe	Teacher
Chris Turner	Teacher
Rondel Korbeklik	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information
(As of the last Friday in September)

Enrollment: 393	Average Class Size: 20	Number of Certified Instruction Staff: 38
Race and Ethnicity Percentages		
White: 52 %	Hispanic: 18 %	Asian: 3 %
Black/African American: 12 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 13 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 48.35 %	English Learner: 10 %	Mobility: 1.83 %

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

Confirm all Instructional Paras are Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

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

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>Hillside assesses students regularly in both reading and math skills and knowledge. Using Early Reading measures in FASTBridge for K-1 and R-CBM assessments in grades 2-6, Hillside obtains a baseline at the start of the year and repeats these assessments in the winter and in the spring. Students who require closer monitoring will be assessed more often in order to check progress (usually every 2 weeks). The entire teaching staff participates in MTSS-R and MTSS-M meetings to check progress, assess the effectiveness of interventions, and to ensure that logistics of intervention and small group plans are sound.</p> <p>The teaching staff participates in regular PLC meetings schoolwide. These meetings have been focused this year primarily on how to assist those students who already know the ELA skills and how to help students who need extra attention in accessing the challenging ELA curriculum. The English Language Learning teacher and special education staff attend these PLC meetings with grade levels with whom they work to assist with additional teaching points or accommodations for students who require that.</p> <p>Using existing ELA data during the summer of 2024, Hillside's leadership team created a focus and specifics for Hillside's Continuous Improvement Plan 24-25 Hillside CIP . The teaching staff has regular Early Reading Skills and R-CBM data meetings to check progress on building reading fluency.</p>
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.</i></p> <p>Hillside sent out a parent survey electronically AND in print (parents could decide how to respond). This helps us to determine how parents prefer to receive information, how much and what kind of information they are receiving, and also solicits suggestions from parents/guardians regarding improvements for Hillside. Here is the 24-25 Hillside Parent Survey</p>
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i></p> <p>The Westside district provides a structure for administrators to track progress in several areas of school wide improvement efforts (Hillside data workbook). These checkpoints performed quarterly throughout the year include nationally normed assessments(MAP, FASTBridge), state test results (NSCAS), district common formative assessments, and survey results (student engagement and staff engagement). This data is reflected on Hillside's Data Workbook as a part of Hillside's Continuous Improvement Plan. Hillside staff members meet regularly as a part of the MTSS process; meetings include teaching teams, interventionists (reading coordinators), school psychologist & counselor, and the administrators as a part of this process. These quarterly MTSS meetings address academic achievement and social-emotional assessments, as well (in separate meetings). Interventions, if necessary for student instruction, are selected from a district intervention matrix which includes research-based and district-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 to students. 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 and math intervention time is coordinated among some of Hillside's classrooms so that flexible grouping can be</p>

employed in many grade levels. Groups of students who require assistance are well coordinated and served during WIN time (What Individuals Need), protected instructional time during the school day for both reading and math.

Hillside provides a variety of supports to promote positive behavior in the classroom and school as a part of the district's MTSS structure (MTSS-Behavior). Three times a year, teachers complete a universal screening tool (SAEBRS) that identifies students at risk for both internalizing and externalizing behaviors. The MTSS-B Team meets weekly to identify supports needed to ensure positive student behavior. A monthly Tier MTSS-B team meeting (including extended staff and parent representation) comes together to examine progress in supporting positive 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.

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 Continuous Improvement Plan is created using information gathered from assessments and surveys, as well as input from Hillside Leadership Team (comprised of teachers, school psychologist, counselor, instructional coach, reading coordinators, and administrators) The plan is examined every year and updated as needed.

[24-25 Hillside CIP](#)

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.</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 schoolwide small groups for reading and math intervention, Hillside conducts regular MTSS data review meetings and strategy/intervention review meetings.

Hillside also conducts once weekly behavior team meetings as a part of their overall school plan. These meetings include general problem solving for behavior patterns that arise at Hillside.

The Student Assistance team also meets frequently for individual student problem-solving meetings (for either behavioral or academic issues). The team will gather to problem solve for students exhibiting a variety of challenging behaviors as well as addressing academic needs that may be affecting learning for that student.

For behavior and social-emotional well-being, 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. She and the counselor also address attendance challenges and problem solve how to get students to school on time and more frequently.

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

For academic intervention, Hillside is able to access a variety of district-approved reading interventions and math interventions to supplement the learning for at-risk students (needs determined by FASTBridge and MAP testing results). Students are placed into a small-group intervention according to test results and teacher input. Students meet with their intervention group regularly at WIN (What Individuals Need) time, which is protected time for intervention. Students can also use technology to access programs such as IXL, which is programmed according to each student's academic needs in reading or math for extra practice.

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.

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.

Throughout the school year, Westside Community Schools holds professional development days for certified staff. These staff development days may be focused on learning a new curriculum, or honing skills in social-emotional learning or in academic areas. The technology department often offers classes for interested staff.

Hillside has a year-long site plan for professional development. Each year, trainings and topics are posted and follow up is provided. This year, Hillside is working with Instructional Coaching Group to hone the skills of our special education team.

Administration at Hillside provides regular meetings for the educational assistants at the building in order to offer professional development to these individuals. District Professional Development sessions for all classified staff are offered each month and cover a variety of topics.

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

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.</i>
<p>The School-Parent Compact was developed in meetings with Hillside’s leadership team (teachers and administrators), with parent input at our September parent meeting, input from Hillside’s Community Club, and with input from the school student MTSS-B team. The compact was distributed to each parent at Parent-Teacher Conferences in October 2024. Compacts were signed and turned into the principal.</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.</i>
<p>The Title I Parent and Family Engagement Policy will be presented at Hillside’s annual Title I parent meeting at the start of the November 7, 2024, Community Club meeting. Parent/guardian feedback was solicited for the Parent/Family Engagement Policy at that meeting.</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.</i>
<p>The annual Title I Parent/Guardian informational meeting will be held on November 7, 2024, at the start of the Community Club (Parent-School organization) meeting.</p>	

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>Parents of incoming kindergarteners receive a letter explaining Kindergarten 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 (for parents of students new to Hillside, this is also a handy resource); a letter from the school nurse explaining requirements; and a handy list of websites that parents/guardians might find helpful.</p> <p>Prospective kindergarten families and families new to Hillside are invited to a welcome meeting in April held at Hillside; 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. Our office team, composed of the principal, assistant principal, health assistant, school counselor and social worker, speaks for about 30 minutes. After the orientation, administrators take families on a tour of the building.</p> <p>Westside welcomes families at Open House night before school begins in August when all families may come to the school to meet their teacher, deliver supplies, find out about curricula and curricular materials, learn about teachers’ expectations and procedures, and introduce themselves to others in the building. We also host a Community Club table and a table that provides safety and safety drill information to families.</p> <p>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</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.

Students new to Hillside in grades other than kindergarten are invited to a lunch with the counselor and other students in the first several weeks of school to help them get to know students at Hillside.

In the spring, Hillside hosts a Jump Up Day during which all students "Jump Up" to the next grade to meet their teachers. At that time, sixth grade students go to visit the kindergarten teachers to reminisce and celebrate their time at Hillside.

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).

Students have several opportunities to participate in transition activities to the middle school. Westside Middle School provides two nights (for scheduling purposes) to invite parents in to learn 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.

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.

Hillside Elementary has extended the reading and math blocks, which allows for teachers to meet with small groups in reading and in math. The small group time is called WIN time (What Individuals Need), and student groups are small groups of students that work to close the gaps in their learning in literacy and in mathematics. These groupings are flexible and guided by data collection re: performance. Teachers and interventionists (special education teachers, reading coordinators, paraprofessionals) meet with groups that are working below grade level throughout the week.

Hillside also organizes various after school learning sessions that address areas of academic need or which provide enrichment in various areas. Hillside uses a variety of programs to address building fluency in both reading fluency and math facts.

Summer school is also offered (Westbrook and Hillside combine for this) for 6 weeks during the summer. Subject matter is English-language arts and mathematics; also, enrichment is offered at a summer school program in the district, as well

Typically, members of Hillside's certified staff teach after school sessions for enrichment and re-teaching, usually starting in February and running through March-April.

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

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
N/A	