

# 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:	Scottsbluff Public Schools
County Dist. No.:	79-0032
School Name:	Lincoln Heights Elementary School
County District School Number:	79-0032-003
School Grade span:	K-5
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 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:	Jeremy Behnke
School Principal Email Address:	jbehnke@sbps.net
School Mailing Address:	2214 Ave C Scottsbluff, NE 69361-1609
School Phone Number:	308-635-6252
Additional Authorized Contact Person (Optional):	Krystal Rodriguez
Email of Additional Contact Person:	krodriguez@sbps.net
Superintendent Name:	Dr. Andrew Dick
Superintendent Email Address:	adick@sbps.net
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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<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>
Jeremy Behnke	Administrator
Krystal Rodriguez	Assistant Principal
Amy Lease	Classroom Teacher
Andrae Graesser	Classroom Teacher
Misty Adams	Classroom Teacher
Kayla Robles	Parent
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**School Information**  
*(As of the last Friday in September)*

Enrollment: 302	Average Class Size: 19	Number of Certified Instruction Staff: 25
<b>Race and Ethnicity Percentages</b>		
White: 52%	Hispanic: 45%	Asian: >1%
Black/African American: >1 %	American Indian/Alaskan Native: >1 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: >1 %	
<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: 71 %	English Learner: 3 %	Mobility: 17 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	<b>NWEA MAPS Growth</b>
<b>Fastbridge CBM</b>	<b>ELPA21</b>
<b>InView</b>	<b>Local Formative Assessments</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 curriculum, instruction and assessment decisions.</i></p>
<p>Lincoln Heights Elementary uses assessment data to identify the needs of all students. Student assessment data includes: NSCAS Reading, NSCAS Math, NSCAS Science, NWEA MAPS, Fastbridge CBM and Early , ELPA 21, InView, District Common Assessments, Foundations Assessments, Reading Fluency Benchmark Assessments (1-5), PhD Science Common Assessments (2-8), Wit and Wisdom Common Assessments (K-5), and Running Records of Reading Progress. All assessments (NRT/CRT) are reviewed by the staff and utilized in the decision making process for best instructional practices. Lincoln Heights Elementary has implemented daily Reading and Math Target Time in every classroom to address the needs of reteaching, intervention, and enrichment opportunities. Students at each grade level and content area are identified through the comprehensive assessments to receive needed instruction for academic progress. Students identified as below benchmark receive an additional period of 30 minutes daily for reteaching and intervention learning opportunities. Weekly PLCs are used by classroom teachers to review classroom assessment data and place students correctly in Target Time groups. Students identified through ELPA21 are provided targeted language instruction from a certified teacher. Staff works collaboratively to plan strategies, utilize resources, and initiate interventions to improve achievement in Professional Learning Communities (PLCs) and through the MTSS process. Students are referred to the MTSS Team if additional interventions are needed.</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>Surveys have been developed as part of the School-Wide Improvement Process. Staff, students, and parents were surveyed in the Fall of 2021 and again in the Spring of 2022. Lincoln Heights students in grades 3-5 were surveyed in the Fall of 2021 to assess school climate and school relationships. The results of all surveys are shared with staff to aid in informed decision making when meeting the needs of all students at Lincoln Heights Elementary.</p>	
<b>1.3</b>	<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>Planned school wide strategies have been initiated based upon research pertinent to effective teaching and instructional programming to improve achievement. Strategies include but are not limited to: Target Time guided reading groups, Foundations, IXL , direct instruction (Really Great Reading), High Frequency Word Lists, Echo Reading, Literacy Based Technology Resources, Literature Circles, Reader's Theater, Shared Reading, Oral Reading, ELA Oral Language Intervention/Instruction, Phonics Intervention, Read to Self, Read to-Others, Choral Reading, math workplaces, and Hands-on Science. District Learning Guides are based on Nebraska Content</p>	

Standards and have been developed and implemented in the content areas of Science, Math and Reading. Budgetary purchases support the curriculum and standards based upon instructional needs. New ELA Curriculum such as: Wit and Wisdom (K-5), Just Words Intervention (4-5), and Wilson Reading Intense Intervention (3-5) have been implemented in the Fall of 2018, and PhD Science (2-5) were implemented in Fall of 2020.

## 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.*

Students not meeting academic standards are identified using assessment data collected from both Norm Referenced and Criterion Referenced Tests. Staff members meet weekly during common grade level planning times to analyze student data for the purpose of identifying students in need of extra support. The added support could be in grouping for Reading or Math Target Time, Target Time content, small group opportunities, in-class support with a paraprofessional, Intervention Groups (Just Words, Foundations, Wilson Reading, Bridges Math Interventions), Tutoring, Learning Loss Grade Level Groups or referral to the MTSS Team. Students identified through the ELPA21 Screener work in small groups with a certified EL teacher. These students receive the identified skills needed to succeed in the classroom. Students at risk of not succeeding due to non-academic reasons are assisted through the building wide language, staff training for Trauma Sensitive Schools, the Second Step SEL Curriculum, the behavior para, or the on-site school counselor.

## 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.*

Scottsbluff Public Schools collaborates with ESU #13 to coordinate staff development opportunities which support school improvement goals. Surveys are conducted to identify building staff and teacher support needs. District Content Area Specialists and building administration facilitate discussion to determine building needs to support teacher skills in instructional strategies. The Scottsbluff Public School District has initiated a variety of workshops and training to support the School Improvement Plan. Professional Development opportunities at the district and building level include: Five days of staff development at the beginning of the school year, Eight days of planned professional development for certified staff, Additional 3 days of training for new certified staff members, Grade Level Pacing Guides, Trauma Informed Schools, Positive Behavior Supports, Wit and Wisdom Instruction, ELA Curriculum Training for Wilson Reading and Just Words, ACES Training, Restorative Relationships, Bridges Math Training, MTSS, K-2 Foundations Training, and Greg Benner's Trauma Sensitive Social/Emotional Learning Strategies. Grades K-5 meet with Content Area Specialists monthly to support the implementation of Wit and Wisdom and Bridges. Teachers are given time to analyze assessment data, make decisions for future instruction, and identify areas of needed academic support.

## 4. Strategies to increase parent and family engagement

<b>4.1</b>	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<p>The School-Parent Compact was developed through a school-wide planning team consisting of parents, teachers, and the building administration. The compact was reviewed at the Lincoln Heights PTO meeting in September and copies were made available at Open House. The compact was distributed to all students and is also available on-line.</p>	
<b>4.2</b>	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
<p>The Scottsbluff Public Schools Board of Education Policy <a href="#">6400 - Parent Involvement</a> and <a href="#">6410 - Combined District and School Title I Parent and Family Engagement</a> addresses Parent Involvement in Schools and Parent Involvement in Title 1 Schools. The district policy governs all schoolwide Title 1 Buildings. The district policy was adopted on August 9, 2021.. Lincoln Heights Elementary provides a wide variety of meetings a6410nd activities to support the children, parents, staff, and community. A sampling of these activities includes: Beginning of the year Meet and Greet, PTO activities, grade level and building wide music programs, student award assemblies, High Ability Learner Programs, Red Ribbon Week activities and assembly. Due to COVID restrictions this year we have not been able to have visitors in the building limiting our events and invitations for others into the building. In the past we have had Family Math and Literacy Night, Community members were invited to participate in the following activities: Thanksgiving Dinner servers, Riverside Zoo Discovery activities, Nebraska Game and Parks trout release program, Lied Public Library presentations, First State Bank presentations, All-school Music Performances, and Midwest Theater Art Performances.Utilization of Zoom and other technological resources we have made Music performances, and other activities available.</p>	
<b>4.3</b>	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>
<p>The Title 1 Policy was recorded and sent through Remind to parents on September 14, 2021. Copies of the Title 1 Plan and Title 1 Policy are available on the school website at all times.</p>	

## 5. Transition Plan

<b>5.1</b>	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
<p>Lincoln Heights School Wide Plan supports transition activities for students from preschool to kindergarten. Kindergarten registration occurs at the building during the Spring. Incoming kindergarten students are highly encouraged to attend on-site summer school at Lincoln Heights to meet teachers and to get to know the school before they start in the Fall. Kindergarten orientation is held in the Fall for students who will be entering kindergarten. Information of 'what to expect' is shared with parents to aid students in the transition. A Meet and Greet Night is held for all students, every fall, before the first day of school. Students are encouraged to come and meet the teacher and see their classroom. This helps calm the nerves of the first day of school. All students and families are invited to grade level parent nights during the first week of school. All students and families are invited to Open House each fall to visit classrooms and meet all staff. Academic and Social Emotional data is clearly communicated to the next grade level. Any student joining the school after the school</p>	

year has started, receives a school tour and is assigned a buddy student in the classroom to help them at school.

**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).*

Middle School Counselors visit all fifth grade students to aid in the transition to middle school. Fifth grade students and parents attend a Spring orientation at the middle school. Fifth grade students are highly encouraged to attend on-site summer school at Bluffs Middle School to meet teachers and to get to know the school before they start in the Fall. In the Fall, all new 6th graders attend another orientation at the middle school. Academic and Social/ Emotional data is clearly communicated to the next grade level.

## **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.*

Increased academic instruction has been implemented through daily Target Time for all students grades Kindergarten-Fifth grade in the areas of Reading and Math. Target Time instruction allows additional opportunities for reteaching, intervention or academic enrichment. The implementation of a new ELA curriculum as well and Tier 2 and Tier 3 Interventions have been added for grades 3-5. IXL program is utilized to help support Tier 2 interventions in ELA and math. Additional support for students at all levels of proficiency are available throughout and after the school day. Lincoln Heights provides a Summer School Program for students pre-K through fourth grade. A building HAL (High Ability Learner) Coordinator provides learning opportunities, for identified students, weekly after school hours.