

# Title I Schoolwide Plan

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

Date of Review:	May 14, 2025	
District Name:	Elkhorn Valley Schools	
School Name:	Elkhorn Valley Elementary School	
County-District-School Number: XX-XXXX-XXX	59-0080-002	
Grades <b>Served</b> with Title I-A Funds: (PK is rarely served)	Kindergarten-6th Grade	
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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____	
School Principal Name:	Brandon Black	
School Principal Email Address:	mr.black@elkhornvalleyschools.org	
School Mailing Address:	P.O. Box 430 Tilden, NE 68781	
School Phone Number:	402-368-5301	
Additional Authorized Contact Person (Optional):	Kristi Miller	
Email of Additional Contact Person:	mrs.miller@elkhornvalleyschools.org	
Superintendent Name:	Darin Hahne	
Superintendent Email Address:	mr.hahne@elkhornvalleyschools.org	

<p align="center"><b>Names of Planning Team</b> <i>(include staff, <b>parents</b> &amp; at least <b>one student</b> if <b>Secondary School</b>)</i></p> <p align="center">Shelley Smith Brandon Black Lacey Wood Kristi Miller Heather Atkins Katie Bossard Stephanie Hamilton Megan Eggers</p> <p align="center">_____ _____ _____ _____</p>	<p align="center"><b>Titles of those on Planning Team</b></p> <p align="center"><b>Parent Administrator</b> Parent Title I Reading Teacher/Title I Coordinator Title I Math Teacher/Elementary PE Teacher 6th Grade Teacher 3rd Grade Teacher 1st Grade Teacher</p> <p align="center">_____ _____ _____ _____</p>
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<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 229	Average Class Size: 17	Number of Certified Instruction Staff: 24
Race and Ethnicity Percentages		
White: 95 %	Hispanic: 3 %	Asian: 0 %
Black/African American: 2 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 30 %	English Learner: 0 %	Mobility: 0 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS Growth</b>	<b>MAP Growth</b>
<b>DIBELS 8th Edition</b>	<b>STAR Reading</b>
<b>STAR Early Literacy</b>	
Confirm all Instructional Paras are Qualified according to ESSA.	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**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**

<b>1.1</b>	<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>The school uses many forms of assessment to identify the needs of our students. The assessments used include NSCAS Growth, MAP Growth, DIBELS 8th Edition, STAR Reading, and STAR Early Literacy. We also use a system within our reading curriculum (Amplify CKLA/ELA) that is powered by DIBELS 8th Edition called mCLASS. This system offers teacher administered literacy assessments for grades K-6 that include one-minute measures, a built-in dyslexia screener, interventions, and robust reports for teachers and administrators. In the spring of 2023, we purchased the Branching Minds system-level education platform that brings together all components of RTI/MTSS across academics, behavior, and SEBL. This platform guides teachers and administrators through best practices to ensure fidelity of implementation and connects data and interventions to help support students' needs. Our MTSS team meets at the end of each quarter (along with grade level classroom teachers) to analyze and review the data to place/replace students into specific intervention groups based on their individual needs. We use these interventions, along with progress monitoring, to continue to monitor and assess students throughout the school year and achieve our future school wide achievement goals.</p>	
<b>1.2</b>	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>
<p>We gathered input from parents and community members by holding a Title I Parent Meeting during our Elementary Open House in the fall (which is posted on the school calendar, shared on social media pages, and included in the August/September school newsletter). Parents/community members were given information about our Title I program and were able to ask questions and voice any concerns they might have.</p>	
<b>1.3</b>	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
<p>We are currently in the first year of our 5-year cycle of the Continuous School Improvement Plan. We continue to gather baseline data with "Elkhorn Valley Schools will implement a cohesive, data-driven Multi-Tiered System of Supports (MTSS) that fosters student success through collaborative time, where educators enhance teaching practices using high-quality instructional materials (HQIM) and data-based decision-making. By utilizing assessments to monitor progress and refine instruction, we create a learning environment that supports academic excellence and continuous growth for all students" as our school improvement goal/district priority outcome. In the spring of 2023, our district purchased two new reading curriculums that are specifically built on the Science of Reading. Amplify Core Knowledge Language Arts (CKLA) is a PreK-5 literacy curriculum that combines rich diverse content knowledge in history, science, literature, and the arts with systematic research-based foundational skills instruction. Amplify English Language Arts (ELA) is a blended curriculum specifically designed to support students in grades 6-8 and engages students through dynamic texts, lively classroom discussions, and meaningful digital experiences. We also found specific research-based intervention programs that would meet the needs of our students. These interventions include: Heggerty, University of Florida Literacy Institute (UFLI), Phonics for Reading, Corrective Reading-Decoding &amp; Comprehension, and REWARDS. Since the implementation of the above curriculums and interventions, we are able to show growth and improvement with student learning, and a higher percentage of students reaching benchmark levels in reading.</p>	

## 2. Schoolwide reform strategies

<b>2.1</b>	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.</i>
<p>Elkhorn Valley utilizes many forms of assessment to help determine the needs of all students. We select research-based interventions that focus on the specific need of each student being identified. Our Title I Teacher works with ESU8 professional development staff to create data driven documents to share with the MTSS team after fall, winter, and spring DIBELS benchmark testing. These documents help the team identify which students are below benchmark and will require additional assistance. We have also created specific decision making rules for each grade level to help guide us through this process. The Title I Teacher then meets with classroom teachers to form initial intervention groups. They meet again after each quarter to go over data and make decisions on any changes and/or additions to those groups. SAT Team meetings are held every 6-8 weeks to discuss each individual student that is at risk for not meeting the state academic standards, and what interventions will be effective to help that student be more successful in the classroom. When necessary, the SAT Team will refer a student to the school psychologist for a formal evaluation. Testing results are then shared with parents during an MDT or IEP meeting.</p>	

## 3. High quality and ongoing professional development

<b>3.1</b>	<i>Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction.</i>
<p>Elkhorn Valley Schools has a program of professional development, which is collaboratively planned and enables the faculty to strive to improve teaching and learning. The entire school community participates in staff development training tailored to meet the needs of all students. Programs are aligned with district and state standards. In our school district, it is mandatory for all tenured teachers to earn at least 60 points in a six-year cycle to meet the professional growth requirement according to Nebraska law. Teachers, administrators, instructional paraprofessionals, and other school personnel can attend ongoing professional development workshops, trainings, conferences, and seminars, in order to improve instruction and target students at risk of failing to meet the state academic standards. Elkhorn Valley Schools also has 1:30 dismissal days throughout the school year, as well as 2:30 dismissals every Friday for Professional Development time.</p>	

## 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.</i>
<p>Our Title I Schoolwide Planning Team meets annually in the spring to discuss and review the School-Parent Compact. Members of the team include classroom teachers, parents, and administration. The 2024-2025 team meeting was held on Wednesday, May 14th, 2025. The team reviewed the compact, made additions/changes, and approved the new draft for the 2025-2026 school year. Our Title I teacher reviews the compact during the annual parent meeting in the fall and answers any questions that may arise. Compacts are sent home the first week of school for parents and students to read, sign, and return. During Parent/Teacher conferences in the fall, teachers review the compact with parents and students to assure that all parties are fulfilling their roles and responsibilities. Teachers also review the components of the compact with their students throughout the school year. The compact is posted on the school website under the District Title I section.</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.</i>

The Combined District and School Title I Parent and Family Engagement Policy was reviewed during the Title I Schoolwide Planning Team meeting on Wednesday, May 14th, 2025. Members of the team include classroom teachers, parents, and administration. No additions or changes were needed, so the policy was approved for the 2025-2026 school year. Our Title I Teacher shares the policy with parents during the annual parent meeting in the fall and answers any questions that may arise. A copy of the policy is also posted on the school website under the District Title I section.

**4.3** *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.*

The annual Title I Parent Meeting is held during our Elementary Open House in August. The meeting is posted on the school calendar, shared on social media, and included in the August/September newsletter. The Title I Schoolwide Planning Team discussed this topic during our annual meeting and many suggestions were made regarding ways to boost attendance. We decided to have the meeting in the elementary gym in conjunction with a student obstacle course and karaoke with the PE and Music Teachers. Parents can attend the meeting while their child/children participate in those activities.

## 5. Transition Plan

**5.1** *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).*

Preschool Roundup and Kindergarten Visit Day are held in March for incoming students that will be attending school in the fall. Both are posted on the school calendar, shared on social media, and included in the school newsletter. Letters are also sent home to students that will be attending as well. During Preschool Roundup, parents meet with the classroom teacher in the commons area to fill out paperwork while the kids play in the preschool room with paraprofessionals. The Preschool teacher also makes a home visit with each family right before school starts. During Kindergarten Visit Day, students are dropped off to spend time with the classroom teachers. They create name tags, listen to a read aloud, complete activities, and enjoy free time.

Elementary and Junior High Open Houses are held the night before school starts so parents and students can meet their teachers, explore their classrooms, find their lockers, and bring in school supplies. Information is posted on the school calendar, shared on social media, and included in the school newsletter.

Students new to the district are given a tour around the school by the building principal. They are able to meet their teachers, go over daily class routines (elementary) or class schedules (Junior High and High School), find their locker, and ask any questions they may have. They are also paired up with a student in their specific grade level for the first few days to get them accustomed to the school routine.

**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).*

Move-Up Day for 6th grade students is held on a day in April or May when many of the current Junior High students are gone attending a track meet. Throughout the day, the students follow a "mock" class schedule so they can meet their teachers, practice changing classrooms, learn how to follow a bell schedule, and ask any questions they might have.

Our high school seniors have numerous opportunities to discuss future plans with the school counselor throughout the year. They participate in an Apply2College Day in September, with representatives from local colleges in attendance to help with questions, etc. They have meetings with the counselor to discuss scholarships, letters of recommendation, resumes, FAFSA/Financial Aid, college visits, and future plans. Many

students attend school sponsored work release programs, college visits, and college fairs, and senior newsletters are sent out once a month with important dates and information on various topics. Elkhorn Valley also offers several dual credit classes, both on site and online, and administers the state mandated ACT in March to all junior class students.

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

<b>6.1</b>	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
<p>The school district provides many activities and programs for low and high achieving students to increase the amount and quality of learning. These programs are beyond the "normal" instructional time, and activities and programs include a variety of one-on-one, small group, and whole group learning. Students not meeting end of the year benchmark scores in reading and/or math are invited to attend a summer school session during the months of June and July to help them acquire and maintain the skills they did not master throughout the year. Our After School Adventure Club is for students that exceed standards in at least one area of the NSCAS assessment (English/Language Arts, Math, or Science) during the spring testing session of the previous school year. They must also maintain all A's and B's in their classes in order to continue participating in the weekly meetings. Meetings are held once a week after school, starting second semester. During these meetings, students participate in activities such as science, drama, puzzles, photography, and technology. We also have a Century Club for students that earn 100 Accelerated Reader points and maintain a comprehension average of 85% or higher. New members are recognized by the principal during our monthly assemblies, and are rewarded with a special field trip at the end of the year.</p>	

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

<b>7.1</b>	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>
Yes	