Title I Schoolwide Plan

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

The New Title I Schoolwide Plan is due to the NDE Federal Programs office by April 1st

Date of Review:	October 21, 2026
District Name:	Humphrey Public School
School Name:	Humphrey Elementary
County-District-**School** Number: xx-xxxx-xxx	71-0067-002
Grades **Served** with Title I-A Funds: *(PK is rarely served)*	K-4
Preschool program is supported with Title I funds. *(Mark appropriate box)*	No
Summer school program is supported with Title I funds. *(Mark appropriate box)*	No
Indicate subject area(s) of focus in this Schoolwide Plan.	Reading/Language Arts Math
School Principal Name:	Josh Rathje
School Principal Email Address:	joshrathje@humphrey.esu7.org
School Mailing Address:	PO Box 278 Humphrey, NE 68642
School Phone Number:	402-923-1230
Additional Authorized Contact Person (Optional):	Penny Niemann
Email of Additional Contact Person:	pennyniemann@humphrey.esu7.org
Superintendent Name:	Brice King
Superintendent Email Address:	briceking@humphrey.esu7.org

Names of Planning Team *(include staff, **parents** & at least **one student if Secondary School**)*	Titles of those on Planning Team
Julie Fittje	Parent
Josh Rathje	Administrator
Kristi Settje	Interventionist
McKenna Bender	3rd Grade
Emily Droescher	Kindergarten
Tara Korth	1st Grade
Dawn Baumgart	4th Grade
Melissa Klug	5th Grade
Aaron Niemann	6th Grade
Kara Libich	2nd Grade
Jen Fistler	Special Education

School Information

(As of the last Friday in September)

Enrollment: 321	Average Class Size: 24	Number of Certified Instruction Staff: 13

Race and Ethnicity Percentages		
White: 98.43 %	Hispanic: .63 %	Asian: 0 %
Black/African American: .31 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: .63 %	Two or More Races: 0 %	

Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 45 %	English Learner: 0 %	Mobility: 1.54 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	
Acadience	
NWEA MAP	

Confirm all Instructional Paras are Qualified according to ESSA.	Yes

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	*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.*

Humphrey Public Schools uses student data from NWEA-MAP (Northwest Evaluation Association- Measures of Academic Progress), NSCAS (Nebraska Student-Centered Assessment System), and teacher input. This is used for meeting the educational needs of all students. Instructional decisions are made based on this data. This includes strategies for meeting the educational needs of historically underserved populations. Disaggregated data in the areas of gender, poverty, ethnicity and special education also have an impact on decision making. The data is also analyzed to identify those students who are at-risk or falling below the threshold to meet the state academic standards. STAR and MAP data is our approved reading assessment given in the fall and spring. When students are deemed at risk, parents are notified by the district in accordance with the Nebraska Reading Act and NRIA. This notifies parents that their child will be receiving interventions in the areas of reading and/or math.

1.2	*Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.*

Perceptual surveys are administered as part of the ongoing CIP process, in addition the district is exploring strategic planning and will plan to gather community and parent input for the future. Other opportunities for parent input include our parent survey during PT conferences. Parent booster clubs are also given opportunities to provide input for student academic and extracurricular activities. Feedback will also be gathered at the parent meeting that will be held at the end of spring. After receiving results from all stakeholders the strategic plan will be developed and input will be used as a part of the ongoing CIP process.

1.3	*Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.*

Our school improvement goal is in the area of reading and math. The district goal is stated as: All students will increase reading proficiency emphasizing comprehension and academic vocabulary in all content areas. Researched 3 January 2024 strategies, activities and staff development that support the goal have been scheduled and implemented

during the school year. The elementary school continues to use uninterrupted reading class periods for K-6. In addition, 4th - 6th receive an additional 47 minutes of enrichment and intervention time four days a week. Students are grouped according to their ability level. Students are moved between groups as their data indicates. All students Kindergarten through sixth grades were evaluated during the first three weeks of school using the MAP and STAR assessment at each grade level.

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.*

Students who fall below the universal screener academic threshold in math and/or reading will be given a diagnostic screener using NWEA MAP and Star Math. Once students are deemed at-risk, an individual intervention plan will be put into place and students will receive interventions 4-5 days a week, along with progress monitoring. MTSS meets regularly to go through the student intervention data to evaluate student growth and determine if adjustments need to be made. The Title and Reading Interventionist have a variety of math and reading interventions to use to create an individualized student intervention plan. SAEBRS is filled out by all teachers for grades K-12 three times a year. MySAEBRS screener is given to all students grades 2-12 three times a year. Based on the results, students are placed into tiers for interventions and support, if needed. Students receive core instruction through the Positive Action curriculum. If students are identified through SAEBRS as needing additional assistance, interventions may include but not limited to check-in check-out, small group, LMHP counseling, and/or community resources. Students are supported in their ongoing growth towards their future through the CTE programming which includes agriculture education, business courses, career academy, counseling, family consumer science, and skilled technical sciences. The TIP plan is aligned and supported by the CIP process with special consideration for the growth of students with special needs. Student growth is regularly monitored as students progress towards proficiency.

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.*

Our school calendar allows for staff in-service days. The entire school community participates in high quality professional development

that is focused on proven effective strategies that focus on student performance on the assessment of content standards. An ongoing professional development plan and process is in place to meet the targeted needs of all students and teachers through the identified strategies in conjunction with the Continuous School Improvement Plan. Certified staff and paraprofessionals participate in appropriate training that is necessary. Members of the Continuous School Improvement and MTSS committees receive ongoing professional development.
ESU provides professional development training to all staff in multiple areas including; using the Marzano framework, aligning curriculum materials to the state standards, data digs, and Kagan Cooperative Learning. Phil Warrick provided direct training to administration for the implementation and use of Marzano Evaluation. The school psychologist is hired by the district through ESU 7. The MTSS committee has received additional training in the past. The committee then shares information learned with the entire elementary staff. Appropriate staff is trained and receive continued updated training for administering, scoring, evaluation and using information from the programs being used.

4. Strategies to increase parent and family engagement

4.1	*Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.*

Humphrey Public Schools-Parent Compact was developed through cooperative input from parents, students and teachers to outline expectations to improve student academic outcomes. Parents have the opportunity to give feedback annually on any changes that they would like to see implemented in this compact. Our School-Parent Compact is found within the student handbook which is distributed every year for all students. Parents are required to sign the handbook annually

4.2	*Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.*

A copy of the Parent Involvement Policy is in the Student Handbook. The Handbook is available to each student/parent either online or a paper copy. At the beginning of the year and when students are enrolled, the parents are encouraged to discuss the handbook with their child (children). The final page of the handbook is signed saying they have read, understand, and agree with everything and a signed copy is returned to school. The HPS handbook is available at all times because it is posted on the HPS website. The Annual Title I Parent Involvement Meeting is planned at a convenient time for parents. Parents have the opportunity to give

feedback annually on any changes that they would like to see implemented.

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 1 Parent Involvement Meeting is planned at a convenient time for parents. The Title I teachers will share information with parents regarding the School-Parent Compact, and Parent Involvement Policy. Parents will have the opportunity to give feedback on any changes that they would like to see implemented. The Parent Meeting will be combined with a Family Fun Night. Family engagement activities may include but are not limited to: -Open House -Parent-Teacher Conference -Fun Night/Parent Meeting -Awards Day

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).*

Data is shared to staff for the incoming students. When students transition from preschool to kindergarten these transitions include but are not limited to kindergarten roundup, overview of GOLD data, Acadience testing data, home visit details, and Kindergarten open house. During the kindergarten roundup parents go over necessary paperwork, discuss kindergarten expectations and procedures in the elementary school. Parents are encouraged to ask questions of the principal and the kindergarten teacher. Students meet the kindergarten teacher and Title I teacher to complete an activity. Parents and students are invited to an open house before school begins. Parents and students are given the opportunity to meet teachers, learn about grade level expectations, and become familiar with the curriculum. Students are encouraged to bring their supplies to school that night that they will need for the school year. Middle school data is shared to teachers of incoming students. Interventions are tracked and data is used to make instructional decisions. Students who opt in or move into our district have the opportunity to get a school tour, meet the staff, and meet their classmates prior to attending.

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).*

Kindergarten graduation is held to celebrate the accomplishments and growth of the students. Parents are invited to the ceremony to share their achievements with them. Some transitions happen naturally because

students are in the same building from preschool to 12th grade. We plan to look into a move up day where our 6th graders will shadow our 7th grade students for the transition process to junior high. We have family night with technology boot camp where teachers are introduced and the administrator goes through expectations of JH and a discussion is held on digital citizenship and laptop care for appropriate use of school devices. The students get a tour of the school and then receive their class schedule to introduce them to their classrooms.

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.*
The schoolwide plan provides multiple opportunities to extend or increase learning time within and beyond the instructional day. Teachers and paraprofessionals spend additional time with students needing extended learning time or assistance on work. SPED, Title I, and Reading Interventionist teachers instruct intervention groups and work with students with needs in specific areas based on individual needs and IEP goals. Summer services are also provided for students who are on an IEP. Teachers and paraprofessionals work with students as needed. Enrichment/Intervention Time: Students in grades K-12 are mixed and assigned a teacher to work on our SEL development of the whole child. We utilize programs from the Nebraska Platte County 4-H Extension Program and Bank of the Valley Banking in Schools. Students reading below grade level and that meet the MTSS Decision Making Rules are provided with interventions during the school day. Summer School Program: provided for all students K-6 as an additional support in reading and math. Buddy reading: students are provided with the opportunities to go to other classrooms and read with a buddy. This allows students to model their reading and observe fluent reading practices from each other.	

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). *(If you choose not to consolidate, N/A is acceptable.)*
NA	