Title I Schoolwide Plan

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

Date of Review:	October 8, 2026
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)*	☐ Yes ☒ No
Summer school program is supported with Title I funds. *(Mark appropriate box)*	☐ Yes ☒ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☐ Other (Specify)_____
School Principal Name:	Michelle Patterson
School Principal Email Address:	patterson.michelle@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

Names of Planning Team *(include staff, **parents** & at least **one student if Secondary School**)*	Titles of those on Planning Team
Michelle Patterson	Administrator
Kerri Lewis	Adminstrator
Tracy Murnan	Teacher
Jeannene Mustoe	Teacher
Chris Turner	Teacher
Rondel Korbelik	Teacher
Reigan Maxwell	Special Education Facilitator
Brooke Johnson	Parent
Gina Kousgaard	Parent

School Information

(As of the last Friday in September)

Enrollment: 372	Average Class Size: 18	Number of Certified Instruction Staff: 44

Race and Ethnicity Percentages

White: 52%	Hispanic: 21%	Asian: 2%
Black/African American: 13%	American Indian/Alaskan Native: 0	
Native Hawaiian or Other Pacific Islander: 0	Two or More Races: 12%	

Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*

Poverty: 50%	English Learner: 12%	Mobility: 4%

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
MAP (Reading and Math)	ELA 3-6: 57%, Math 3-6: 53%
NSCAS	ELA: 57%, Math: 54%, Science: 88%
FASTBridge Reading	Early Reading K-1: 57%, aReading 2: 64%, R-CBM 2-6: 60%
FASTBridge Math	Early Math K-1: 70%, aMath 2: 51%, M-CBM 2-6: 69%

Confirm all Instructional Paras are Qualified according to ESSA.	☒ Yes ☐ 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

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.*

Hillside assesses students in both reading and math skills three times a year. The FASTBridge measures of Early Reading and Early Math are used for K-1st grade. The FASTBridge measures of R-CBM, M-CBM, aMath and aReading are used for 2nd-6th grade. FASTBridge data is used to obtain a baseline at the start of the year. Students requiring closer monitoring will be assessed on a more frequent basis; usually every 2 weeks. The entire teaching staff participates in monthly data meetings to check progress, assess the effectiveness of interventions, and ensure that the logistics of intervention and small group plans are sound. Additionally, MAP-Reading, -Math and -Science(5th only) are used as 3rd-6th grade measures.

Staff meet monthly to analyze math and reading data and develop instructional plans for individual students, small groups, and whole-class instruction. They also monitor math and reading automaticity across all students to support progress toward the school's shared reading achievement goal.

Using existing data during the summer of 2026, Hillside's leadership team created a reading focus and specifics for Hillside's Continuous Improvement Plan Hillside 26-27 CIP Plan. The teaching staff has regular data meetings to check progress on building reading fluency and progress.

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

Westside Community Schools periodically conducts climate and belonging surveys to gather feedback from students, families, and the community. The results are disaggregated and analyzed by building staff to identify strengths, areas of need, and opportunities to enhance family and community engagement. The Hillside Community Club also meets monthly to provide feedback to school administration. During these meetings, family engagement events are discussed, allowing parents to share what was successful and suggest areas for improvement.

In addition, Westside Community Schools conducts a student assessment that examines students' strengths, needs, experiences, and perspectives. Results from the student belonging survey help guide the work of the leadership team as they strive to foster a culture where every student feels valued, connected, and supported. Building-wide monthly assemblies further reinforce these efforts by promoting messages of hope, motivation, and belonging for all students.

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

Westside Community Schools provides administrators with a structured process for monitoring progress across multiple areas of schoolwide improvement through Hillside's Data Workbook. Semester checkpoints include nationally normed assessments such as MAP and FASTBridge, state assessment results from NSCAS, district common formative assessments, and student and staff engagement survey data. These data sources are reflected in Hillside's Data Workbook and support Hillside's Continuous Improvement Plan.

Hillside staff members meet regularly as part of the MTSS process. These quarterly meetings include teaching teams, interventionists, reading coordinators, the school psychologist, counselor, instructional coach, special education facilitator, and administrators. MTSS meetings address both academic achievement and social-emotional assessment data, with separate meetings held for each area.

When instructional interventions are needed, staff select from a district intervention matrix that includes research-based and district-approved interventions. These resources are available to teaching teams for both general education and special education students, as appropriate.

Hillside employs two reading coordinators who work closely with teachers to support high-quality literacy instruction and intervention. In addition, several well-trained paraprofessionals assist with math instructional support.

The master schedule is designed to coordinate small-group reading and math intervention time across classrooms, allowing flexible grouping at multiple grade levels. Students who need additional support are served during WIN time, or "What Individuals Need," which is protected instructional time during the school day for both reading and math.

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.*

Hillside Elementary implements a comprehensive system of supports to address the needs of all students, with particular attention to those identified as at risk. In addition to schoolwide small-group interventions in reading and mathematics, Hillside conducts regular MTSS data review meetings and intervention planning sessions to monitor student progress and adjust supports as needed.

As part of its proactive approach to student success, Hillside holds weekly Leadership Team meetings focused on identifying and addressing schoolwide behavioral trends and concerns. These meetings provide opportunities for collaborative problem-solving and the development of strategies to support positive student behavior. Additionally, the special education team meets weekly to review student data and determine the most effective support for the school's most at-risk learners.

To support students' behavioral and social-emotional well-being, Hillside administers the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) through FASTBridge on a quarterly basis. This screening tool identifies students who may be at risk for externalizing or internalizing behaviors and assists staff in determining appropriate interventions. Information from the screener is used to provide targeted support such as behavior incentives, self-monitoring systems, Check-In/Check-Out procedures, and individualized behavior plans.

Hillside employs a full-time school counselor who provides large-group, small-group, and individual support services. Groups such as Circle of Friends and Skillstreaming help students develop social skills, build friendships, and strengthen emotional regulation. In addition, all students participate in Westside's social-emotional learning curriculum, Second Step, which is delivered by classroom teachers. The counselor supplements this curriculum with additional lessons and interventions as needed to reinforce key concepts and address specific student needs.

Hillside is supported by a full-time school psychologist who collaborates closely with students, staff, and families. In addition to conducting evaluations, the psychologist participates in MTSS meetings, assists with data

analysis, and helps guide intervention planning. The psychologist also works closely with staff to monitor the fidelity and effectiveness of Tier 2 and Tier 3 behavioral interventions, including Check-In/Check-Out systems and targeted skills instruction.

Students at Hillside benefit from participation in TeamMates, a mentoring program that connects students with caring adult mentors who meet regularly with their mentees to provide encouragement, support, and positive relationships. In addition, the school counselor coordinates an in-house mentoring program that provides students with additional positive adult connections and individualized support throughout the school day.

Hillside also employs a part-time social worker who works closely with families to connect them with community resources and support services. The social worker and counselor collaborate to address attendance concerns, remove barriers to regular school attendance, and support families in accessing services that promote student success.

To further support students and families, Hillside partners with community organizations and local agencies. The school counselor coordinates with local food banks to provide weekend food assistance through backpack programs. Hillside also partners with local churches and community organizations that periodically provide school supplies, backpacks, clothing, and other essential resources for students in need.

Academically, Hillside provides a variety of district-approved intervention programs in reading and mathematics to support at-risk learners. Student needs are identified through assessment data, including FASTBridge and MAP results, as well as teacher recommendations. Based on this information, students are placed in targeted intervention groups and receive additional instruction during WIN (What Individuals Need) time, a protected intervention block built into the school day. Students also have access to adaptive learning technology programs such as IXL, which provide individualized practice and support aligned to each student's specific academic needs in reading and mathematics.

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 is a priority at Hillside Elementary and is supported through both district and building-level initiatives. Westside Community Schools provides comprehensive support for staff learning through annual updates to certified and classified staff handbooks, ensuring that all employees have access to current policies, procedures, and expectations. Prior to the start of each school year, the district conducts professional development for all certified staff, focusing on district initiatives, instructional practices, and student learning needs.

The English Learner (EL) Department further supports staff by annually updating its handbook and maintaining an online resource site that provides teachers with access to best practices, instructional strategies, and resources for supporting multilingual learners. In addition, the special education department meets to ensure staff are up-to-date with training, refreshers as well as goal-setting and procedures and policies.

At the beginning of each school year, every certified staff member establishes an individual professional growth goal aligned with their professional practice and student learning outcomes. Progress toward these goals is reviewed during mid-year conferences and again at the conclusion of the school year, encouraging continuous reflection and professional growth.

Newly hired teachers participate in the Westside Way (WW) induction program, a comprehensive three-year mentoring and professional learning experience designed to support successful integration into the district.

Through this program, teachers receive training on district-specific instructional practices, expectations, and systems, while also benefiting from ongoing support and coaching.

Throughout the school year, Westside Community Schools schedules dedicated professional development days for certified staff. These learning opportunities may focus on curriculum implementation, instructional strategies, assessment practices, social-emotional learning, technology integration, or other district priorities. The district's technology department also provides optional training sessions that allow staff members to expand their skills and effectively utilize instructional technology tools.

At the building level, Hillside develops and implements an annual professional development plan aligned to school improvement goals and student needs. Professional learning topics are identified based on data, staff feedback, and district initiatives, and follow-up support is provided throughout the year to ensure effective implementation.

Through these ongoing professional learning opportunities, Hillside staff members engage in meaningful growth experiences that strengthen instructional effectiveness, support student achievement, and contribute to a culture of continuous improvement.

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.*

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 2026. Compacts were signed online.

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

The Title I Parent and Family Engagement Policy will be presented at Hillside's annual Title I parent meeting at the start of the September 2026 Community Club meeting. Parent/guardian feedback was solicited for the Parent/Family Engagement Policy at that meeting.

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.*

Hillside Elementary values strong partnerships with families and actively promotes parent engagement as an essential component of student success. The annual Title I Parent Meeting is held in conjunction with a Hillside Community Club meeting at the beginning of the school year. This meeting provides families with information regarding the school's participation in the Title I program, available services and supports, and opportunities for parent involvement.

Throughout the school year, Hillside offers a variety of activities and events designed to strengthen connections between home and school while encouraging meaningful family participation. These opportunities include events such as Literacy Night, Fall Friendship Festival, Trunk or Treat, the Hillside Picnic, the Fun Run, Field Days, classroom celebrations, field trips, and other school-community activities. These events provide families with opportunities to engage in their children's learning experiences, build relationships with staff and other families, and foster a strong sense of community.

Regular communication between home and school is an important part of Hillside's family engagement efforts. Student planners serve as a daily communication tool in many classrooms, allowing teachers and families to exchange information regarding assignments, behavior, and student progress. Parent review and signatures are encouraged to support ongoing communication and collaboration.

Hillside staff members maintain regular contact with families through conferences, phone calls, emails, newsletters, and other communication methods. Formal parent-teacher conferences are conducted twice each year, with additional conferences scheduled as needed to discuss student progress, review academic and behavioral data, and collaboratively identify strategies to support student success. When language barriers exist, translation and interpretation services are provided through the district to ensure all families have meaningful access to information and opportunities to participate in their child's education.

The school social worker maintains regular communication with families throughout the year to help ensure that students' basic needs are met and to assist families in accessing community resources and support services. The social worker also collaborates with families to address transportation challenges and other barriers that may impact student attendance and success.

Through these ongoing communication efforts and engagement opportunities, Hillside fosters strong partnerships with families and creates a collaborative environment focused on supporting the academic, social, and emotional growth of every student.

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).*

Hillside Elementary places a strong emphasis on supporting successful transitions for students and families at all grade levels. Multiple opportunities are provided throughout the year to familiarize students and families with the school environment, expectations, and available resources.

In the spring, families of incoming kindergarten students receive a newsletter outlining important information about kindergarten enrollment, expectations, procedures, routines, and best practices for preparing children for school. The newsletter also explains the Kindergarten Roundup process, provides details about Kindergarten Open House and orientation activities, and identifies required enrollment documentation to ensure a smooth transition into school. Kindergarten Newsletter

Prior to the start of the school year, Westside Community Schools hosts an Open House for all families. This event provides an opportunity for students and parents to meet teachers, deliver school supplies, learn about curriculum and instructional materials and become acquainted with staff members and other families. During Open House, families also have access to information from the Hillside Community Club and can learn about school safety procedures and emergency drills.

Hillside's Kindergarten Roundup provides an intentional and supportive transition into elementary school for incoming kindergarten students. During the first four days of the school year, students attend in two separate groups, allowing teachers to spend meaningful time getting to know each child while introducing routines, expectations, and the kindergarten learning environment. After both groups have completed their orientation sessions, students are assigned to their classroom teachers and begin attending together on the fifth day of school. During Kindergarten Roundup, the Hillside Community Club hosts breakfasts for new families, providing additional opportunities to build relationships and connect with the school community.

Students who enroll at Hillside in grades other than kindergarten are also provided with transition support. During the first several weeks of school, new students are invited to participate in a lunch hosted by the school counselor. This opportunity helps students build connections with peers, become familiar with school routines, and develop a sense of belonging within the Hillside community.

To support transitions between grade levels, Hillside hosts an annual “Jump Up Day” each spring. During this event, students visit the next grade level, meet their future teachers, and become familiar with classroom expectations and learning environments for the upcoming school year. As part of this tradition, sixth-grade students return to visit their kindergarten teachers, providing an opportunity to celebrate their growth and reflect on their elementary school experience.

Through these intentional transition activities, Hillside fosters strong relationships, reduces anxiety associated with change, and helps ensure that students and families feel welcomed, supported, and connected to the school community.

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).*

Hillside Elementary and Westside Middle School collaborate to provide a comprehensive transition process that supports students and families as they prepare for the move to middle school. Through a variety of informational, academic, and social opportunities, students are introduced to the expectations, routines, and supports available at the next level.

Each spring, Westside Middle School hosts parent information nights designed to help families understand the middle school experience, including scheduling procedures, academic expectations, extracurricular opportunities, and student support services. These sessions provide parents and guardians with important information and an opportunity to ask questions prior to the transition.

Middle school counselors also visit Hillside during the spring semester to meet with sixth-grade students and provide information about course registration, scheduling, and life at the middle school. These visits help students become familiar with the transition process and prepare them for the next stage of their educational journey. The elementary school counselor also provides a session to each classroom outlining administrators, counselors and scheduling details. In addition, the elementary school counselor works with small groups of students to get them registered for 7th grade courses, so they know what to anticipate and to ensure an appropriate schedule.

An important component of the transition process is the annual Warrior Walkabout. During this event, sixth-grade students visit Westside Middle School and participate in activities designed to familiarize them with the building, daily routines, and expectations. Students have the opportunity to explore the campus, learn how the school operates, and become more comfortable with their future learning environment. This experience helps reduce anxiety and builds excitement about the transition to middle school.

Students with Individualized Education Programs (IEPs) receive additional transition support. These students are provided with separate opportunities to visit the middle school, become familiar with specialized learning environments, and meet the resource teachers and staff members who will support them. These individualized transition activities help ensure students feel confident and prepared for a successful start at middle school. For some students, additional visits take place throughout the summer to ensure well-being on the first day of school.

To further support student success, middle school counselors collaborate closely with Hillside staff throughout the transition process. Counselors meet with sixth-grade general education teachers, special education

teachers, the English Learner teacher, elementary counselor, school psychologist, and administrators to review student needs and thoughtfully develop student groupings. This collaborative approach ensures that academic, behavioral, social-emotional, and specialized learning needs are considered as students transition to Westside Middle School.

Through these intentional transition activities and collaborative planning efforts, Hillside and Westside Middle School work together to provide students and families with the information, support, and confidence needed for a successful transition to the next level of learning.

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 is committed to providing students with multiple opportunities for academic growth, intervention, and enrichment throughout the school year and beyond.

A key component of this support system is WIN (What Individuals Need) time, a dedicated intervention and enrichment period built into the daily schedule. During WIN time, students participate in flexible groups designed to address specific learning needs in literacy and mathematics. Group placement is determined through ongoing analysis of student performance data and is adjusted as needed to ensure students receive appropriate levels of support. Classroom teachers, special education teachers, reading coordinators, and paraprofessionals collaborate to provide targeted instruction for students who require additional support to close learning gaps and achieve grade-level expectations.

In addition to academic interventions during the school day, Hillside offers a variety of extracurricular learning opportunities that support student interests, engagement, and enrichment. Throughout the year, students may participate in during school and after school programs such as Inclusion Club, Girls on the Run, Gardening Club, and other activities that promote leadership, wellness, creativity, and lifelong learning.

Hillside is also recognized for its highly successful One School, One Book program, which encourages schoolwide literacy engagement and family involvement. Through this initiative, students and families read a common text together and participate in a culminating celebration featuring literacy, mathematics, STEAM activities, and community-building experiences. This program fosters a culture of reading while strengthening connections among students, families, and staff.

To encourage continued learning outside of school, Hillside provides students with optional academic challenges during fall, winter, and spring breaks. These activities promote ongoing engagement in reading, mathematics fact fluency, and individualized learning through programs such as IXL.

Summer learning opportunities are also available to support students' academic growth. Students demonstrating a need for additional support in reading and/or mathematics may be invited to participate in summer school programming focused on English Language Arts and mathematics. In addition, students who qualify for advanced enrichment opportunities may participate in STEAM camps designed to foster creativity, critical thinking, and problem-solving skills. To further support learning during the summer months, Hillside provides a Summer Newsletter outlining resources and recommendations to all families that encourage continued practice and help minimize summer learning loss.

Through a combination of targeted intervention, enrichment opportunities, family engagement initiatives, and extended learning programs, Hillside strives to ensure that every student has access to the support and experiences necessary for academic success and lifelong learning.

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.)*
N/A	