

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:	Hastings Public Schools
County Dist. No.:	01-0018
School Name:	Alcott Elementary
County District School Number:	01-0018-003
Building Grade Span Served with Title I-A Funds:	K-5
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Charla Brant
School Principal Email Address:	charla.brant@hpstigers.org
School Mailing Address:	313 N Cedar Ave Hastings, NE 68901
School Phone Number:	402-461-7580
Additional Authorized Contact Person (Optional):	Lawrence Tunks
Email of Additional Contact Person:	lawrence.tunks@hpstigers.org
Superintendent Name:	Jeff Schneider
Superintendent Email Address:	jeff.schneider@hpstigers.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<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>
<u>Danica Donner</u>	<u>Parent</u>
<u>Charla Brant</u>	<u>Principal</u>
<u>Aimee Chipps</u>	<u>Title I teacher</u>
<u>Jennifer Karl</u>	<u>Classroom teacher</u>
<u>Becky Katzberg</u>	<u>Instructional Facilitator</u>
<u>Jamee Bockerman</u>	<u>Classroom teacher</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information
(As of the last Friday in September)

Enrollment: 249	Average Class Size: 18	Number of Certified Instruction Staff: 32
Race and Ethnicity Percentages		
White: 44 %	Hispanic: 54 %	Asian: .2 %
Black/African American: .2 %	American Indian/Alaskan Native: .2 %	
Native Hawaiian or Other Pacific Islander: .2 %		Two or More Races: 1 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 79 %	English Learner: 23 %	Mobility: 16 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
Acadience Reading Assessment	MAPS
NSCAS	Bi-weekly Mastery Assessments
Co-Gat	

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment

1.1	<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>During the first two weeks of school in August, all students K-5 are assessed using the Acadience Reading Assessment. Using the fall benchmark scores, students are scored as Above Benchmark, At Benchmark, Below Benchmark, and Well Below Benchmark. Students scoring Well Below or Below Benchmark are then given placement tests and placed in the best reading intervention for their needs.</p> <p>Research based interventions that we are currently using include: Early Intervention in Reading (EIR) Levels K, 1, 2 Sound Partners Corrective Reading Levels A, B1, and B2 Read Naturally Six Minute Solutions Quick Reads</p> <p>Students receiving 30-40 minutes of reading intervention daily are also progress monitored on a weekly basis. Teachers also progress monitor students who just met the fall benchmark score. This allows the classroom teacher and interventionists to track a student's progress, identify skills that are weak, and observe student growth. Classroom teachers also use this information to help with small group reading placement and skills that need to be targeted.</p> <p>Another tool used by the classroom teachers for identifying reading skills is the biweekly Mastery monitoring assessments through our Journeys reading curriculum.. The scores are turned into the school's Instructional Facilitator (IF) to be recorded in a school wide document to track student progress.</p> <p>Since the 2021-22 school year, Hastings Public Schools has hired the reading consulting firm ICG, to help classroom teachers use all data correctly for small group reading and intervention placement. These consultants meet with the Alcott building level reading team on a biweekly basis to discuss student progress and any adjustments needed to our small group reading curriculum. They also provide individual coaching support for the classroom teachers and interventionists.</p> <p>The Acadience Reading assessment is given again at the end of the first semester. The data from this assessment is used to make adjustments in reading interventions and reading groups in the classroom. The Acadience Reading assessment is given again at the end of the school year. This data is used to assess student growth throughout the year. This data also is used when placing students in classes for the following school year to have academically well balanced classrooms.</p> <p>Other classroom assessments given throughout the school year are MAP, Co-gat, and NSCAS. MAP is given three times a year. This data is used to show students strengths and weaknesses and growth during the year. Teachers meet to discuss the data and adjust curriculum for areas of need. In</p>	

third grade MAP and Co-gat data is used to identify High Ability Learners. NSCAS is given during the testing windows set by the State of Nebraska. Teachers use the data to address standards in their classroom throughout the year and work towards growth for individual students.

Alcott staff attends an Acadience Assessment/Data refresher course during pre-service days each August. ICG reading consultants held multiple trainings in August 2022 to improve the quality of the assessments given and use of the data following the assessments.

Included in folder 1.1
Acadience Reading Assessment Data example
Progress Monitoring example
Mastery Monitoring example
Maps data example
NSCAS data 2022
ICG Intervention manual
Alcott Intervention list
Acadience Training sign in
ICG training sign in

1.2

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.

Climate and Culture Surveys are completed by parents and staff each spring. Parents are informed in both English and Spanish that a survey link will be available by QR code during parent/teacher conferences in February. A QR code is posted in each classroom and throughout the building. Interpreters are available to help parents during conferences. Parents and staff are encouraged to complete these surveys to help the School Improvement team and Title I team make changes to Alcott's programs. These teams meet each summer to review data from the survey and include suggested changes where possible. Some of the changes made recently have included more parent/child activities. This year we have added a Literacy night at the Alcott building, Literacy night at the newly remodeled Hastings Public Library, a Family Wellness night at the YMCA, and a larger Book Fair during Parent/Teacher conferences.

The results from the 2023 Parent Survey show very positive responses to the survey questions with 100% of the questions scoring over 4 points on a 0-5 point scale. The highest rated items were about how well the school communicates with parents regardless of cultural background and the promptness of the communication with parents.

The annual Title I parent meeting is held during Open House or Curriculum Night in August or early September every year. An interpreter is available for Spanish speaking parents. During the meeting Title I services are explained and parents are given the opportunity to make suggestions to our Title I team. These suggestions are then discussed at our monthly school improvement team meetings to see if the suggestions could be incorporated into our school plan.

A parent/community member group is also organized during the Title I Review process. This group of parents/community members and staff review the Title I school-wide plan. Any suggestions are incorporated into the plan.

Other events or ways parents are able to make suggestions about our school are: Mrs. Brant's weekly parent emails, PTO meetings, Parent/Teacher conferences, Kindergarten Orientation, and Curriculum Night.

Included in folder 1.2
2022-23 Parent Survey Results

<p>2022-23 Parent Survey Letter 2022-23 Parent Survey QR code Annual Title 1 Meeting agenda Annual Title 1 Meeting sign in Title Review Sign In Kindergarten Orientation Sign in Mrs. Brant Parent email School Improvement team notes example</p>
<p>1.3 <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>Alcott's School Action Plan is based on the Hastings Public Schools Continuous School Improvement Plan. Alcott's Action Plan focuses on strengthening our reading instruction through explicit instruction in small group reading and improvements in our reading interventions.</p> <p>During the 2021-22 school year the ICG reading consulting group trained and worked throughout the year with K-2 small reading groups to improve instruction and reading skills. These highly skilled reading instructors were available to coach our K-2 reading teachers one-to-one during actual reading time so that our teachers could improve their delivery of explicit instruction. ICG also met biweekly with our building level team to discuss data from the mastery monitoring assessments given after every two weeks of lessons. During these meetings, decisions were made about where more coaching may be needed, if a student needed to be placed in a different group, or if a change needed to be made to the curriculum during a specific small group.</p> <p>During the 2022-23 school year the focus has been on reading interventions. Several days of district wide training were held to begin the school year so that every person conducting an intervention was trained on each intervention to be taught. Once interventions had started, fidelity checks were done by the principal, instructional facilitator, and Title I teacher to make sure the interventions were being administered correctly. Biweekly meetings with the building team and ICG team were held to check on progress of students in the interventions and coaching for the interventionists was available for groups that were not showing adequate progress.</p> <p>Included in 1.3 Alcott's Action Plan Hastings Public's Continuous School Improvement Plan ICG Intervention Manual ICG Intervention Training schedule ICG Trainings Sign In Small Group Walk Through form Intervention Fidelity Form</p>

2. Schoolwide reform strategies

<p>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. Provide supporting documentation in the corresponding folder.</i></p>
<p>Along with reading interventions and progress monitoring for all students scoring below benchmark on the Acadience Reading Assessment, K-3 students scoring below benchmark using the composite score also receive an Individual Reading Intervention Plan (IRIP). The IRIPs follow the Nebraska Reading Improvement Act. The individual reading plans are written within 30 days of the student being identified as being below benchmark. These plans are updated after the first semester when all students are assessed again. Any student entering Alcott during the year is assessed during their first</p>

two weeks of attendance. If the student scores below benchmark, he/she is placed in the appropriate reading intervention and an IRIP is written if needed.

Alcott follows the MTSS process for students in need. Monthly grade level meetings are held which include the classroom teachers, principal, school psychologist, counselor, SPED teachers, Title teacher, Instructional facilitator, and EL instructors. During these meetings, concerns about a student's academic or behavior progress are discussed. The group then comes up with a plan to help that student be successful. Data is collected for several weeks and then the group reviews the results of any changes made for that student.

A full time school counselor is available at Alcott. She meets with individual students and small skill groups as needed. Using the Second Step curriculum, she also meets with every classroom on a biweekly basis. Hastings Public has a grant to pay for a licensed counselor to visit Alcott on a weekly basis for students that have been referred for needing extra support. Parents are asked for permission for the student to be scheduled to meet with this professional counselor. Our school counselor also helps to coordinate the Mentoring Works program where older students or adults visit students in need of mentoring during the school day.

Summer school is available each summer for HPS students. Students scoring below benchmark in reading or math are encouraged to apply. The spring Acadience reading scores of the students attending are used to create the curriculum for targeting needed skills during summer school.

Professional development is held each year for Alcott staff by our EL, SPED, and Title teachers. Each of these specialists describe their program and explain how students are identified and assessed to attend their specific program. Classroom teachers are given strategies to help these students in the classroom.

The School Improvement Team meets monthly to discuss systems within the school and what areas of need should be addressed. Using the Alcott Action Plan the team implements changes to the on-going professional development of our staff.

- Included in 2.1
- Intervention List
- HPS IRIP form
- IRIP Parent letter
- Progress Monitoring Graph example
- MTSS referral form
- MTSS schedule
- School counselor schedule
- School counselor lessons
- Outside counselor schedule
- Mentoring Works pictures
- Summer School invitation
- Title 1, SPED, EL information meeting sign in
- School Improvement Team Sign in
- School Improvement agenda

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.

Professional development and other activities for teachers and paraprofessionals to improve instruction is an ongoing process. The district has an overall plan that is based on Marzano's Framework of Teaching and Learning and specific needs of the district. The needs of each building are determined and professional development is designed at the building level by the school improvement team to meet those needs. The data from the ongoing assessments is analyzed and the professional development is targeted to assist with the challenge of having all students meet the state academic standards.

As part of the initiative to improve reading instruction, all K-3 teachers, intervention paras, and related specialists have participated in Explicit Instruction training, Acadience Reading training, and intervention program training facilitated by the reading consulting group and their team of trainers. During quarterly walkthroughs, the instructional facilitator, Title I reading teacher and principal observe each implementer during Explicit Instruction, small group instruction, or intervention and provide feedback on how to improve the delivery of their instruction to benefit every student in the classroom.

EL, SPED, Title, and Life Skills instructors annually present information about their programs. Strategies are shared with teachers on how to help identified students in the regular classroom.

- Included in 3.1
- Intervention Training schedule
- ICG Training sign in for paras
- ICG Training sign in for teachers
- ICG Data meeting agenda
- Walkthrough forms
- EL, SPED, Title I Sign in

4. Strategies to increase parent and family engagement

4.1	<p><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>
<p>Planning for a schoolwide Title I program began in the fall of 2003. All staff members were informed that Alcott qualified as a Title I schoolwide program at that time. A planning team of parents and staff was assembled to create the original Alcott Title I Schoolwide Plan. Included in this plan was the Student/Parent/School Compact. The compact was updated by staff and parents in 2018 to meet the new ESSA requirements. The compact is distributed each year with the student handbook during Open House. The compact is presented to parents each fall at the annual Title I meeting during Open House or Curriculum Night. Parents are asked to make suggestions they have for improvement to the compact. Any suggestions are recorded and discussed at the Title I Review meeting each spring. The Title I teacher has the compact and Family Engagement Policy available at Parent/Teacher Conferences as she meets with parents. Any suggestions made during this time are taken to the Title I Review committee.</p> <p>The principal reviews the Title I plan and compact during spring orientation for incoming Kindergarten students. Again, parents are asked for their input and any suggestions are given to the Title Review team.</p> <p>The Title Review team meets each spring to review the Schoolwide Plan, look at any suggestions made by parents, staff, or community members. Changes are made if needed. A final review of the Title I plan is made with the Alcott staff.</p>	
<ul style="list-style-type: none"> Included in 4.1 Alcott Elementary Compact 	

<p>Annual meeting sign in Annual meeting agenda Kindergarten Orientation sign in Title Review meeting sign in</p>
<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. Provide supporting documentation in the corresponding folder.</i></p>
<p>Alcott's Parent and Family Engagement Policy follows the Hastings Public Schools district policy. The original policy was first written in 2014 with a committee of parents, staff, and community members. An update to meet the new ESSA requirements was written in 2018.</p> <p>During our Annual Parent Title I meeting in conjunction with Open House or Curriculum Night each fall, parents are given the opportunity to learn about our Family Engagement Policy. Copies are available for families to read and respond to with suggestions to enhance the policy. One suggestion that was made was to have a listing of the family opportunities that are available during the year. So the Parent and Family Engagement Activity list was developed. This list is also shared with parents and families at our Annual Title I meeting in the fall and during Kindergarten Orientation in the spring.</p> <p>Included in 4.2 Alcott Parent and Family Engagement Policy Alcott Parent and Family Engagement Activity List Annual Title 1 meeting agenda Annual Title 1 meeting sign in Kindergarten Orientation sign in</p>
<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. Provide supporting documentation in the corresponding folder.</i></p>
<p>Alcott's annual Title I Parent meeting is held in conjunction with Open House or Curriculum Night each spring. Interpreters are available for parents who speak Spanish. Parents are informed that Alcott qualifies as a schoolwide program, how our students are assessed and qualify for reading interventions, and informed about our Parent/Teacher/School Compact and Parent and Family Engagement Policy. Parents are encouraged to make suggestions to improve our Title I program. Parents/community members and staff also review the Title I Schoolwide plan with the Title I teacher during the Title Review each spring.</p> <p>The Principal informs parents of our Title I program during Kindergarten Orientation each spring. Interpreters are available. She discusses how Alcott qualifies for a schoolwide program, how students are assessed and qualify for reading interventions, and about the Parent/Teacher/School Compact and Parent and Family Engagement Policy. Parents are encouraged to make suggestions to improve our program, compact, or engagement policy.</p> <p>A weekly email is sent to most of our families each week. These emails act as our newsletters with information of events going on at Alcott, listing of upcoming events, and celebrations of students in each grade.</p> <p>Parents are invited to attend our monthly school assembly. Students are celebrated for improvements in academics, behavior, and for earning a spot in Character Club, our club for having good manners. We also use the REMIND app to keep parents informed of events at school, changes to schedules, and Snow days.</p> <p>Other family activities we have at Alcott are Family Walk to School Day with breakfast items for all participants. Alcott also has Family Literacy Night where students and families engage in a scavenger</p>

hunt of reading throughout the building. A new literacy night was held in conjunction with the Hastings Public Library. Over 100 families were able to experience the newly remodeled library, read books, and sign up for library cards. Another new event for families is a wellness night at the YMCA. Learning how to make healthy snacks and quick and fun math games are on the agenda. A Behavior Tips and Tricks meeting for parents has been presented by our Behavior Specialist. While parents are meeting with Mrs. Schultz, students watch a movie and eat snacks. We also have Book Fairs, Buddy Bingo, Family Restaurant nights, music concerts, and Winter Festival before winter break.

- Included in folder 4.3
- Alcott Student Teacher School Compact
- Alcott Family Engagement Policy
- Alcott Family Engagement Activity list
- Annual Title 1 meeting sign in
- Annual Title 1 meeting agenda
- Kindergarten orientation sign in
- Title 1 Review meeting sign in
- Alcott Weekly email example
- Walk to School pictures
- Alcott Family Literacy Night sign in
- Hastings Public Library Literacy Treasure Hunt
- YMCA Wellness Information sheet
- YMCA Wellness sign in
- Behavior Tips and Tricks sign in
- Images from Student Celebrations

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).

For our incoming Kindergarten students registration begins in February with an Orientation night in April. During the orientation night, the students watch a short video made by previous kindergarteners about what a kindergartener's day will look like. The new students also meet all three teachers and do an activity in each room. While the students are doing the activities, parents meet with the principal, nurse, and school secretary to learn what to expect when school starts, what forms are needed, and how to contact the school. They are also informed about our Title I program.

The classroom teachers, principal, counselor, school psychologists, Title I teacher, and Instructional facilitator meet with the public school preschool teachers, Head Start teachers, and other preschools to learn about incoming students and what accommodations may need to be made for the new students.

Alcott holds an Open House a day or two before the first day of school. All students and parents are able to tour the school, find their classroom and lockers, meet their teachers, and bring their school supplies. This makes the first day of school much more inviting and less of the unknown. Parents and Guardians of the new kindergarteners are invited to a short meeting and breakfast with the school counselor after they dropped their student off on the first day of school. This short meeting lets the parents meet the counselor, ask any questions they have, and hopefully feel less anxious about leaving their kindergartener.

To help the kindergarteners adjust to being in school all day, Hastings Public has a staggered start for them. Classes are split in half for the first four days. Days 1 and 3 group A attends. Days 2 and 4

group B attends. Then on Day 5 of school, all kindergarteners attend together for the first time. Not only does this help with smaller classes for the students, it also helps the teacher to get to know the students better. Students are able to learn routines for the playground, lunchroom and other parts of their day in a much smaller group.

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).

The transition from elementary to middle school starts in February with the elementary school counselors meeting with the middle school counselors to discuss individual students and needs, accommodations, or other information that would be helpful for the following year. Two more meetings take place between staff members from each school. The SPED teachers from Alcott meet with the SPED teachers from the middle school and Alcott's fifth-grade teachers meet with the middle school counselor who will have this specific group of students. During these meetings, we discuss student needs, academic interventions, and behavior.

The elementary counselors also meet with the 5th-grade classes in the spring to prepare them for the differences they will face at the middle school, such as locks for the lockers, reading their schedules, arrival and dismissal procedures, and how the middle school functions as Team A and Team B in their "Pods".

We have been strengthening the documentation of our MTSS systems. This helps with our transition to 5th grade. Students who are on Tier 2 Behavior or Academic Plans now have MTSS files in our education platform, Synergy. These MTSS files, scores and intervention details are now accessible to middle school staff. Middle school staff also have documentation in a Google folder of every reading intervention a student has received in their time at Alcott.

The 5th grade then takes a half day to visit the middle school while school is being held so they can experience a real day. Each student is paired with a 6th grader. They follow their partner all morning and through lunch. This helps with the anxiety of not knowing what the school day will be like. Then in the fall, there is an open house for all students. Students find their Team and pod and go through their schedule along with the parents. This also allows parents to know what their student's day is like.

And finally, middle school has a staggered start where just the 6th grade attends the first or second day. This gives the sixth grade the building to themselves and makes it much easier to navigate through their schedules.

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.

Multiple opportunities for extended learning are available for Alcott students within and outside of the school day. While in school, reading interventions, small group reading, EL(English Learners) and SPED programs help to individualize learning. Skill-based math groups are also common around the building. Alcott is also fortunate to have strong special classes in Art, Music, and PE. We also have a visiting Nutrition educator from UNL extension monthly visiting all classrooms during the year.

Hastings College students and Foster Grandparents help as mentors, recess buddies, and tutors to give extra attention to students in need. These volunteers are increasing the learning time for students by working with students in a one-on-one fashion when these students would normally be doing independent seat work during small group reading. This has ensured that the students who are

struggling the most are with a teacher or other adult for all of their small group reading time, maximizing their learning. They go through sight words, listen to students read or have students work on letter names and sounds. Our progress monitoring data shows this has been very beneficial for these students.

We have had extensive reading training over the past several years with the Implementation Consulting Group. This has included in-building coaching that has improved the quality of our instruction for both teachers and paraeducators. During these trainings, we are also being coached on how to keep a lesson running at a quick pace to maximize time. Our instructional coach and principal also perform fidelity checks during small group and intervention instruction. During these fidelity checks, data on student engagement and students' chances to respond is recorded. If students are more engaged and get to respond many times in the lesson, our time with them is maximized. This data has helped all staff provide the best instruction possible in the time given.

We have also done work on our schedule this year to increase students' time in interventions. Previously, although we had forty-minute blocks for each intervention, some of that time was spent getting kids into and out of the intervention room. Now, there is transition time built into the master schedule that includes transition time so they are with us for an entire forty minutes.

Throughout the year, special assemblies are held to hear band, orchestra, and choir groups perform. Outside of school hours, several clubs or groups are available to students. In the spring, Quiz Bowl teams, spelling bee contestants in grades 3-5, and chess clubs all practice after school and then compete against other schools in the area.

Field trips have started again since they were stopped in 2020. Some of the places visited are area museums, rodeos, area farms, and a Hastings history trip around town.

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

<p>7.1</p>	<p><i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i></p>
<p>The Alcott Title I Schoolwide Plan is supported through multiple funding sources and programs. Federal, State, and local funds are used in a variety of ways to align with the overall school program. These funds are combined in many ways to meet the needs of the students, families, parents, and staff of the Alcott community.</p> <p>Federal money from Title I-A is leveraged to pay salaries/benefits of instructional and para-educational staff and support parental involvement activities. Staff development opportunities in reading and math interventions/instruction are paid for with state and local funds. Title I-A set-aside funds are utilized to provide early childhood education teachers and paraeducators salaries and benefits for identified at-risk three and four-year-olds in the district-wide center-based classrooms. Title I-A set-asides also provide for a portion of the salary and benefits of our school-community liaisons (school social workers) who assist families with housing, clothing securing food, as well as medical and behavioral health support.</p> <p>Title II-A funds are allocated for class-size reduction in buildings with the greatest needs. Additionally, Title II-A funds are utilized to supplement district funds and support staff development in the core content areas. Title III funds are utilized to support English Language Learner staff salaries/benefits,</p>	

family engagement activities, and supplemental student materials. McKinney-Vento Homeless funds are used to support our children and families who are experiencing homelessness conditions. Federal and State Individuals with Disabilities Education Act (IDEA) funds are used to serve eligible verified students from birth to age-5 who reside in the Alcott school attendance area.

High-ability learner grants from state and local levels provide funding for assessment and identification, stipends, staff development, enrichment activity costs, and supplies to assist in differentiating our instruction and opportunities for students.

The Hastings Public Schools provides approximately 82% of the budget from state aid, including Poverty and Limited English Program (LEP) Plans, and local tax revenue sources, for quality teaching staff, para-educational and support staff, school-community liaisons, educational materials, textbooks, technology, counselors, library/media, nursing/student health, and administrative staff to meet the various educational needs of our students and their families.

The Hastings Public Schools Foundation provides additional funds through the awarding of competitive grants for classroom innovation and staff development.