

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Sharon Eickhoff
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Humann Elementary School
(As it should appear in the official records)

School Mailing Address 6720 Rockwood Lane
(If address is P.O. Box, also include street address.)

City Lincoln State NE Zip Code+4 (9 digits total) 68516-5199

County Lancaster County

Telephone (402) 436-1145 Fax _____

Web site/URL https://humann.lps.org E-mail seickho@lps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Steve Joel E-mail sjoel@lps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lincoln Public School District Tel. (402) 436-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Connie Duncan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 40 Elementary schools (includes K-8)
 - 13 Middle/Junior high schools
 - 0 High schools
 - 8 K-12 schools
- 61 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 22 | 14 | 36 |
| K | 42 | 45 | 87 |
| 1 | 47 | 38 | 85 |
| 2 | 43 | 35 | 78 |
| 3 | 49 | 57 | 106 |
| 4 | 42 | 42 | 84 |
| 5 | 47 | 38 | 85 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 292 | 269 | 561 |

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.6 % American Indian or Alaska Native
 - 1.3 % Asian
 - 4.2 % Black or African American
 - 5.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 78.7 % White
 - 9.3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 7%

If the mobility rate is above 15%, please explain:

n/a

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year | 25 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year | 11 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 36 |
| (4) Total number of students in the school as of October 1, 2020 | 534 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.07 |
| (6) Amount in row (5) multiplied by 100 | 7 |

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Vietnamese, Spanish, Chinese, Tajik, Kurdish

English Language Learners (ELL) in the school: 1 %

3 Total number ELL

7. Students eligible for free/reduced-priced meals: 28 %

Total number students who qualify: 157

8. Students receiving special education services with an IEP or 504: 24 %
136 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>15</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>36</u> Developmental Delay | <u>22</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>58</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

| | Number of Staff |
|--|------------------------|
| Administrators | 2 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 25 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 12 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 8 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 97% | 96% | 96% | 96% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Promoting passion for learning, caring for others, and skills for our future. We are all "Humann": learn, grow, and succeed.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Notice of Nondiscrimination:

Lincoln Public Schools does not discriminate on the basis of a person’s age, citizenship status, color, disability, economic status, genetic information, marital status, national or ethnic origin, pregnancy, childbirth or related medical condition, race, religion, sex, sexual orientation, gender identification, veteran status, or any other protected class designated under state or federal law in admission or access to, or treatment of employment, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Coordinators listed in the following section have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination. Local complaint procedures are provided for by the district in Regulation 4880.2 and 4880.3 and set forth in this handbook. Complaint forms can be found in Appendix E and F of this Handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints may be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender – and 34 CFR Part 106), Title VII (discrimination or harassment based on race, color, sex or national or ethnic origin, or religion) or Section 504 (discrimination, harassment or failure to accommodate a disability). Complaints may be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, sex, national or ethnic origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age), the Uniformed Services Employment and Reemployment Rights Act (discrimination based on military status), the Genetic Information Nondiscrimination Act (discrimination based on genetic information), or the Equal Pay Act

(compensation equality). Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Humann Elementary School is located in Lincoln, Nebraska and is part of Lincoln Public Schools (LPS). LPS has over 42,000 students K-12 and is the second largest district in the state of Nebraska. Humann Elementary opened its doors in the Fall of 1990 and is named in honor of longtime Lincoln educator, Julius Humann. Our students, staff, and families were excited to return to our newly renovated building for the 2017-2018 school year. Humann Elementary serves approximately 500 students in our preschool through fifth grade program. Specialists teachers in art, music, physical education, computer science/library media use their expertise and talents to provide a well rounded program for our students.

Humann Elementary School's talented staff is committed to making school a great experience for our students. Humann staff work diligently to provide instruction for students at their success level, differentiating instruction so all students are challenged and feel success. We honor the unique strengths, talents, and diversity of each of our students and dedicate our efforts to help each of them experience individual success.

At Humann Elementary School, we provide a caring, safe, and productive environment that promotes high levels of student engagement and effort. There are three school-wide expectations for behavior at Humann Elementary School: Be safe, be respectful, be responsible.

We value the partnership between families, community, and our school. Families know their children best and our partnership is valuable in helping us to support the unique needs of students. We are fortunate to have an active and supportive Parent Teacher Organization (PTO). Our PTO works in collaboration with students, families, staff, and the Lincoln community to enrich curricular and extracurricular experiences for all Humann students that otherwise would not exist. The PTO allows parents multiple opportunities to become involved in different activities that support our students and school.

Our teachers work hard to meet the needs of ALL learners. The percentage of students living in poverty is hovering around 28%. We have 24% of our students receiving special education services, 16% of students receiving gifted services, and our ELL population at about 1%.

We have worked diligently the past two years to build a program to support our students not meeting grade level expectations. We take great pride in the growth that many of our students are showing by using research based interventions. This is evident through state assessments, nationally normed assessments, classroom and district assessments, and report card data.

Administration meets with teacher teams each quarter to monitor all students and have a laser sharp focus on the student population participating in academic interventions. We guarantee that all students not meeting grade level expectations have one or more interventions in place to get them to grade level standards.

Humann's school-wide theme is GRIT. Grit is a personality trait possessed by individuals who demonstrate passion and perseverance toward a goal despite being confronted by significant obstacles and distractions. Teachers encourage students to work hard and keep trying even when things are challenging. At the end of each month, teachers nominate one student from each grade level as The Grit Student of the Month for the past month. The students who are being recognized will be announced during the morning announcements and will have their picture hung in the main hallway during the next month. The foundation on which Humann is built is that we believe that all students can learn at high levels. We believe in the power of taking risks and making mistakes as we know this is our first step towards success.

Humann teachers meet in professional learning communities for 80 minutes the last Tuesday of the month to focus on our school improvement goals of increasing math number sense and increasing student fluency and comprehension. During these times we focus on the four guiding questions of: 1) What do students need to learn? 2) How will we know if they have learned it? 3) What will we do if students had difficulty learning it? 4) What will we do if students already know it?

We use our multi-tiered systems of support for both. Students receive instruction about the common area expectations and have opportunities to practice missing skills with behavior and academics. We believe that misbehavior is a missing skill, just as students would need more practice in reading to increase fluency. Our staff is dedicated to helping students be well on their way to being college and career ready when they leave Humann. Students find success because the adults are predictable and use common language in all areas of our school. We want our students to be able to compete with others in any program to reach their dreams.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The students of Lincoln Public Schools are provided with the important knowledge and skills necessary for success in school, preparation for post high school education, and entering the work world. We review curriculum and instructional practices periodically for the purpose of keeping current and relevant to the needs of our students, community, and society. The learning characteristics and needs of students are taken into consideration when making curriculum and instructional decisions. Curriculum is developed and provided for a wide variety of student learning abilities. Students learn at high levels at Humann because teachers teach a guaranteed and viable curriculum with fidelity and on pace with district standards.

1b. Reading/English language arts curriculum content, instruction, and assessment:

To ensure that all students read with meaning, write clearly, and speak and listen effectively, our district provides a comprehensive, balanced, and inclusive language arts program. The Wonders Program and the LPS Writing Curriculum use the Gradual Release of Responsibility framework and align to the Nebraska standards. This comprehensive curriculum encompasses learning to read, personal reading, reading to learn, writing for multiple purposes, and speaking and listening. The instructional program focuses on direct, explicit systematic instruction in foundational skills including phonological and phonemic awareness, alphabet knowledge, and automatic word recognition of sight words. We use a writing workshop approach that includes a daily mini-lesson, independent writing time, one-on-one and small group conferences, and a sharing time. All seven modes required in the state standards are taught. Strategies such as trait-based writing and the writing process enable students to write to different audiences for a variety of purposes. Teachers use a variety of instructional technology tools to engage learners.

Students will take weekly and unit reading assessments throughout the year to show their understanding of the reading concept. Teachers use information from those assessments to guide future instruction in their classroom.

Students will show their knowledge of reading through the Nebraska Student-Centered Assessment System (NSCAS). “This statewide assessment system embodies Nebraska’s holistic view of students and helps them prepare for success in postsecondary education, career, and civic life. It uses multiple measures throughout the year to provide educators and decision makers at all levels with the insights they need to support student learning.”

1c. Mathematics curriculum content, instruction, and assessment:

The mathematics program has four broad goals for students: become mathematical problem solvers, learn to value mathematics and the quantitative nature of our world, develop an understanding of fundamental mathematical concepts, acquire mathematical skills, including the ability to perform routine computations. In order to meet these goals, we have adopted the Math Expressions curriculum. These curriculum materials support the balanced use of purposeful learning tasks and mathematical discourse to develop conceptual understanding, followed by guided practice and appropriate independent practice to help ensure mastery, fluency, and retention. Core concepts at each grade level build in-depth understanding of major mathematical ideas. By focusing on a small number of mathematical targets for each grade level, students using Math Expressions have the time to develop critical understandings.

Students will take unit math assessments throughout the year to show their understanding of the math concept. Teachers use information from those assessments to guide future instruction in their classroom.

Students will show their knowledge of math through the Nebraska Student-Centered Assessment System

(NSCAS). “This statewide assessment system embodies Nebraska’s holistic view of students and helps them prepare for success in postsecondary education, career, and civic life. It uses multiple measures throughout the year to provide educators and decision makers at all levels with the insights they need to support student learning.”

1d. Science curriculum content, instruction, and assessment:

Our science curriculum is based on the Nebraska State Science Standards and the National Science Standards. The program stresses hands-on activities to develop an understanding of practices, disciplinary core ideas, and crosscutting concepts of science. It is structured to help students realize that science is part of everyday life and affects all individuals. The Stemsopes curriculum utilizes technology to bring inquiry-based scientific thinking into our classrooms. The three themes studied in our elementary school are living things and the environment, the physical world, and space/earth. Embedded within these themes are connections to engineering, technology and science. Students study the scientific process and all of our fifth graders conduct a scientific experiment and create a display for our school’s science fair.

DCAs (District Common Assessments) are intended to measure how well a student has learned a specific body of knowledge and skills. The DCAs are not used in state or federal reporting. Their purpose is to provide students, parents, teachers, PLCs, and schools information about how well students are learning in a particular content area or course. This information can be used for grading, to improve student learning, and to improve teaching practices and curriculum materials.

Fifth grade students will show their knowledge of science through the Nebraska Student-Centered Assessment System (NSCAS). “This statewide assessment system embodies Nebraska’s holistic view of students and helps them prepare for success in postsecondary education, career, and civic life. It uses multiple measures throughout the year to provide educators and decision makers at all levels with the insights they need to support student learning.”

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social studies education engages all students with the knowledge and skills necessary to be informed and active citizens, while also contributing to our diverse and interdependent world. The curriculum is guided by the Nebraska State Standards. In addition to content, teachers expose students to historical thinking through the use of visual images and short texts. These methods teach students how to read and think like historians, which emphasize important literacy and critical thinking skills. In grades K-3, students become familiar with their community, nation, and world. Students begin to explore elements of effective citizenship and study the United States Constitution. To reinforce economic concepts such as financial literacy, Junior Achievement volunteers teach curriculum that provides real world experiences for students. In grades four and five, students study the history of Nebraska and the United States in greater detail. Students learn about individuals who made an impact on our state and nation, while also exploring how they can make a difference in their schools and communities.

DCAs (District Common Assessments) are intended to measure how well a student has learned a specific body of knowledge and skills. The DCAs are not used in state or federal reporting. Their purpose is to provide students, parents, teachers, PLCs, and schools information about how well students are learning in a particular content area or course. This information can be used for grading, to improve student learning, and to improve teaching practices and curriculum materials.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Our Early Childhood Program prepares children for kindergarten and beyond. We know that high quality preschool programs have a significant impact on achievement in elementary school. Humann provides a

comprehensive program where all children learn through play, making choices, gaining social skills, and having opportunities to build confidence. Our preschool staff use the research validated Creative Curriculum for instruction and the Gold Assessment to measure progress. The Second Step social skills curriculum is taught for social-emotional skill development. Our preschool serves children with diverse backgrounds and learning needs. Teachers partner with families and complete home visits which focus on the family. Parents also have opportunities to volunteer in the classroom and on field trips.

2. Other Curriculum Areas:

We are fortunate at Humann to offer additional instructional opportunities to help our students acquire essential skills and knowledge. Kindergarten through fifth grade students participate in art, media/technology, music, and physical education classes for 50 minutes a day, on a four-day rotation schedule.

Visual Art: Through the participation in the visual arts, students develop critical-thinking skills and draw upon core academic areas to solve problems through creation, design, and execution. Students develop individual expression, perseverance, and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime engagement with the arts. Students who attend art classes acquire skills to be able to analyze, reflect, understand, and communicate their ideas. Students identify and understand cross-cultural understanding that happens within art. As global interdependence between people and societies continue to develop, art helps students understand the diversity of cultures, as well as commonalities. Student artwork is displayed throughout the school and community.

Vocal Music: Lincoln Public Schools offers a comprehensive and sequential K-12 music curriculum. This curriculum provides experiences through continuous and systematic instruction in areas of music congruent with the music framework outlined in the National Core Arts and Nebraska State Fine Arts Standards. Each grade level has essential learning outcomes that focus on skills and knowledge of music literacy. Music literacy is defined as reading and notating music, listening and responding to music, performing music, and creating music. It is our goal to enrich the lives of all students through the experiences of creating, performing, and responding to music. The fourth and fifth grade choir meets before school and performs twice a year. Fourth and fifth grade students have the opportunity to take lessons during the school day on a band or string instrument. The students meet for group practice before school and perform concerts twice a year.

Physical Education: Students participate in a comprehensive program of physical activity that contributes to the total development of students and promotes healthy, active life-styles. Children in primary grades participate in physical activities which help them learn to manage and control their bodies in a variety of situations. These movement experiences include large muscle activities such as running, skipping, climbing, rolling, throwing, catching, and kicking. In the intermediate grades, body management skills are refined as children mature. Participation in activities in the areas of games, sports, physical fitness, dance, and gymnastics provide opportunities for students to practice a variety of physical skills. Acceptable social behavior is encouraged through group participation.

Computer Science/Library/Media: Technology is a strong emphasis in the Lincoln Public Schools. Computer science classrooms are active places that encourage exploration, creativity, collaboration, communication, persistence, and problem solving. We use Code.org as the foundation of our students' experiences, and supplement that with a wide variety of other resources. Digital citizenship and technology expectations are taught, practiced, and reinforced at all grade levels. Parents have access to teachers' classroom webpages, where teachers post current information and activities that parents can do at home with their children. The Humann library empowers learners to be curious, critical, and creative thinkers, enthusiastic readers, skillful researchers, and ethical users of information. Our librarian studies classroom curriculum therefore she has a unique view of the focus across all grade levels. This allows her to fill in the gaps between subject areas and help students gain confidence in transferring these skills from one curricular area to another, ultimately teaching them to be lifelong learners. In addition to these roles, our librarian works as an instructional partner as she collaborates with teachers to create meaningful, student-driven projects.

3. Academic Supports

3a. Students performing below grade level:

We identify students not performing at grade level every quarter after report card grades are submitted. Humann's school psychologist, assistant principal, and interventionists meet to discuss individual student needs and plan accordingly. At those meetings, we dive deep into what is causing the student to not meet grade level expectations. For instance, we will analyze the district reading assessment and figure out what area of reading (fluency, comprehension, accuracy or self-corrects) is causing the student to fall behind. We then will choose a specific intervention to increase each student's achievement in that area. Students are always given the opportunity to receive additional instructional opportunities that are research based and are provided by a highly qualified staff member.

We utilize other tools to identify students that are struggling academically all year round. During the summer, we analyze and prepare for individualized instruction in our Tier 1 and 2 reading programs for the fall by looking at numerous data points. We look at MAP Growth and Fluency scores three times per year, study our state testing information, fluency benchmarks, and district assessments to monitor student growth. We are constantly in contact with our district level curricular consultants and coaches to get a second opinion of our practices. This allows us to learn the most current practices from experts.

At Humann, we offer a multi-tiered system of supports for academics on a daily basis. We offer reading intervention programs such as ECRI, Heggerty Phonological Awareness,, Tier 2 supports from our Wonders reading program, WonderWorks, Rewards, and Bridges. We always use research and/or evidence based practices and have the opportunity to learn all of these programs through staff development with Lincoln Public Schools.

3b. Students performing above grade level:

The Lincoln Board of Education recognizes that the student population includes students with exceptional academic abilities. These students have a need for educational services which are consistent with their ability levels and learning characteristics such as thinking abstractly, having the ability to study a topic in depth and learning rapidly. These students are provided appropriately challenging curricula and instruction which match with their learning abilities and styles. The instruction is provided in classes composed of these students, taught by teachers trained to recognize and meet the needs of these students. Students have the opportunity to request placement in advanced and this is based on approval from the Gifted Steering Committee.

At Humann, we offer courses for gifted or high ability learners at every grade level in reading and math. This allows students to spend at least 60 minutes of reading and 60 minutes of math instruction each day with like peers. For students who meet the criteria for a highly gifted learner, they have the opportunity to meet with a mentor daily for 50 minutes in the academic area of their choice.

3c. Special education:

Lincoln Public Schools has a special education policy that maintains the District's compliance with all applicable laws affecting special education services and programs. The policy follows the intent of Nebraska Rule 51, that outlines all special education laws and regulations. The District will abide by all state and federal laws relating to special education.

Lincoln Public Schools has a special education policy that maintains the District's compliance with all applicable laws affecting special education services and programs. The policy follows the intent of Nebraska Rule 51, that outlines all special education laws and regulations. The District will abide by all state and federal laws relating to special education.

At Humann Elementary we meet the needs of 136 identified students in preschool through 5th grade with 3 and 1/2 resource teachers, one speech pathologist, one administrator, one school psychologist and five

paraprofessionals. These individuals collaborate as a team and with their grade level teams that they work with daily. We offer inclusive programs for all students and use pull-out programs when necessary to focus on individual student needs. Our special education teachers focus on individual goals and growth while working to have all students meet grade level standards with accommodations.

3d. English Language Learners, if a special program or intervention is offered:

At Humann, English Learners enrich our school culture and share their own unique experiences with us. Lincoln Public Schools is proud of its diverse student population and is committed to meeting the needs of these multilingual students at all grade levels. Our goal is to empower multilingual students and families by creating a welcoming environment that utilizes culturally responsive practices and relevant content that will equip students for success in school, community, and beyond. At Humann, we have a limited number of ELL students because of a cluster site model used by the district. The students we do have are immersed in regular education classrooms all day and work with like grade level peers to increase their language acquisition skills.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Humann, we believe in the power of yet. If a student has not mastered an academic or social skill, we provide opportunities for them to learn it. All students can learn but they learn at different times and with different modalities. Our school's vision statement is that We're all Humann: Learn, Grow, Succeed. We believe that we all must promote a passion for learning, caring for others, and skills for our future. As you walk through our school, you can see this value. We display student work, pictures of our Grit Student of the Month, honor students at quarterly assemblies. Humann staff focus on giving students positive feedback throughout the day. Every day during morning announcements, students focus on three goals for life: 1) I can be productive and follow directions even if I am mad 2) I can be productive and follow directions even if others are not 3) I can be productive and follow directions even if I don't want to. We are preparing students for their future outside of school. We encourage a culture of reporting bullying and not being a bystander and teach social-emotional skills through the Second Steps Curriculum.

One of our areas of focus this year has been on engaging students through 100% active engagement. Active learning engages students in activities beyond reading, listening, or watching to deepen their learning and connection with the material. Students engaged in active learning often are: talking with each other in small groups or large discussions, and developing skills rather than memorizing information. We are no longer a school that asks for students to raise their hands to answer a question because we know that by doing that only one person is doing the thinking and learning. Instead of hands raised teachers have all students respond with many different opportunities such as: partner talk, whiteboards, choral responses, gestures, etc. We use many Kagan strategies which are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. Kagan strategies that have shown to increase student achievement, reduce the achievement gap, drop discipline referrals, promote positive social development, and improve race relations.

2. Engaging Families and Community:

Humann Elementary has an active Parent Teacher Organization (PTO) that works directly with teachers and administration to organize school engagement activities for parents and students. PTO meets monthly and offers presentations to parents such as how to effectively communicate with your child, and digital safety. The PTO offers fun activities throughout the year such as family fun night, school dine-outs, and golf nights out. Humann communicates bi-weekly with our families through an all school newsletter and grade level teams enhance that with their own newsletters. Our parents play a vital role in supporting our staff by attending parent teacher conferences, participating in gifted and special education meetings, attending music, band and strings concert, volunteering at school, donating classroom wish list items to teachers, providing lunches and snacks throughout the year, and being a vital role in their child's education. We cannot do this job without them!

We offer parents help with finding community resources through our social worker, administration, and school psychologist. Some of these resources help with mental health and medical needs, housing, parenting skills, and childcare. Our Tier 3 Team meets weekly to discuss students and families who may be struggling with an array of problems and we discuss ways in which we can support them. We offer YAP (Youth Assistance Program) services from Blue Valley Behavioral Health for many students each year. Our Tier 3 Team recommends students to receive counseling support from a YAP therapist once a week for 9 weeks. Once the 9 weeks are concluded, the YAP therapist can connect parents to a therapist outside of school if needed. We communicate with parents about student achievement multiple times throughout the school year with report cards, state and MAP testing updates, Healthcare Response meetings, IEP meetings, Student Assistance Process meetings, and 504 meetings. We partner with the Backpack Program to meet the needs of our families who need food backpacks each week.

3. Creating Professional Culture:

Each year, teachers are offered professional learning opportunities at the district and school level. Some of these opportunities are required and some are optional which allow teachers some choice in what they want to learn for that year. The teachers have opportunities to use their strengths and talents at staff meetings and staff development by presenting information, leading, or taking part in building wide committees and on their teacher teams. Our school improvement team uses school-wide data to make decisions on what professional learning is needed year to year. In the last two years, we have had learning opportunities based on increasing students' opportunities to respond, designing lessons that adhere to the LPS instructional design template and more specifically lessons that include closure, and perfecting our PLC work. Staff have had opportunities to learn from Dr. Anita Archer who serves as an educational consultant to state departments and school districts on explicit instruction and literacy. Dr. Archer explains that explicit instruction is systematic, direct, engaging, and success oriented and has been shown to promote achievement for all students. All of these learning opportunities were selected in order to increase student achievement and engagement for all students at Humann.

We appreciate and recognize teachers in different ways such as providing special meals, having treats, having a staff appreciation week, and recognizing special moments in each teacher's life. Humann has a CHEERS committee that is made up of a representative from each grade level, specialist, and administrator. This team meets once a week and charged with finding ways to bring the staff together. Some things we have done are spirit week, assemblies, staff outings, winter parties. The CHEERS committee also send cards, flowers, gift cards to staff members who have a baby, a death in the family, or are retiring from the district. We believe that this strong tradition brings our staff together and maintains very strong relationships. At the beginning of the 2022-2022 school year, our staff went to the Escape Room as a way to get to know each other and find another way to bond while having a lot of fun!

4. School Leadership:

Each year the Humann administration works with the school improvement team to develop a building focus centered on adult and student growth. All staff meetings include professional development opportunities to train the staff on this shared focus area. The administrative team believes in developing all staff members and invites teachers to open their classrooms and teach other teachers on best practices that are being used in their classrooms. This shared leadership takes place on a daily basis; there is investment in our community through trust, honesty, and the building of strong relationships. Teachers chair committees of school improvement, multi-tiered systems of supports for behavior, technology, gifted services and the social committee. Teachers are also provided leadership through liaison positions for all curricular areas at the district level and in providing staff development. Our student services team meets weekly to meet the needs of our students' social-emotional needs. There are high levels of collaboration through the leadership team, social worker, health office staff, and school psychologist through this process. Through teacher leadership, there is a level of buy-in to the projects and systems that are in place that would not be successful without it.

The past two years have been a growing experience for the leadership team and the teachers of Humann. Our Multi-tiered Systems of Support for Behavior (MTSS-B) meetings and our School Improvement Team (SIP) are planned by teachers and administrators. We recognize that we have expert teachers with a wealth of knowledge and experience and utilize them to share their knowledge with the staff.

The administrative team has worked hard to include teachers on decisions that impact them.

5. Culturally Responsive Teaching and Learning:

Lincoln Public School has always had the desire to infuse multicultural education into every aspect of our learning. Multicultural education is the identification, selection and infusion of specific knowledge, skills and attitudes for the purpose of: affirming the culture, history and contributions that shall include but not be limited to African Americans, Asian Americans, Hispanic Americans and Native Americans; and challenging and eliminating racism, prejudice, bigotry, discrimination and stereotyping based on race; and valuing multiple cultural perspectives; and providing all students with opportunities to "see themselves" in the educational environment in positive ways and on a continuing basis.

To promote and support multicultural education within Lincoln Public Schools, it shall also be the policy and practice of this District to create opportunities for all students to achieve academically and socially in an educational environment in which all students and staff understand and respect the racial and cultural diversity and interdependence of members of our society.

At Humann we have one equity meeting a month which is lead by our equity team. The purpose of these meetings is to ensure that we are training staff to weave equity into every part of the day. Lincoln Public Schools definition of equity is for students to have meaningful access to the educational resources; have high expectations for learning and student achievement; discover and explore their passions and make meaningful connections; provide opportunities for all students.

We understand that the first step towards making change is to look inward and reflect on our own beliefs and biases. Our staff started this year by reflecting on our own racial identity and development. We then explored microaggressions and biases. We have had many conversations that were uncomfortable and challenged our way of thinking but everyone is learning!

As a staff we look at our academic and behavior data and look for disproportionality of our minority students. We have had to consider what we can do as the adults to change our belief systems and ways of teaching to meet the needs of our minority students who are not meeting grade level expectations yet. Our staff is trying to find ways to build stronger relationships with our minority students in many different ways such as asking questions about students' lives and getting to know them on a more personal level. We have been more intentional about trying to reach out to families more and get their input on how their child learns best. Our staff believes holding high expectations for all students and finding ways to support students to reach our academic and social objectives.

We know that we are just beginning in this equity journey but we are dedicated to keep learning and growing!

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The foundation for our success at Humann is based on being student centered. Students are at the core for every decision made at Humann. The administrative team involves teachers and staff in believing the vision that students always come first. When everyone shares this belief, decision making is much easier for all stakeholders. Along with putting students first, we also hold very high expectations for all students. High expectations enable our students to achieve the best possible outcomes in both their academic achievement and their well-being. We challenge our students to hold the same belief for themselves. We talk about and model a growth mindset. Encouraging a growth mindset helps students embrace difficulty and believe that taking risks and making mistakes truly is the first step in learning. Staff encourage students to try something even when it is difficult by reinforcing the effort that they put into a task. We would rather praise a student for asking for help or trying a new strategy rather than praising them on their talent or intellect. Hard work always comes before obtaining a skill and that learning is a process!

As the principal of this building, I can truly say that I am amazed to see how our students have embraced having a growth mindset and take pride in themselves for taking risks and making mistakes. They are what makes Humann a wonderful place to be.