

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:	South Central Nebraska Unified School District #5
County Dist. No.:	65-2005
School Name:	Sandy Creek Elementary
County District School Number:	002
School Grade span:	K-5
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Julie Studnicka
School Principal Email Address:	jstudnicka@southcentralusd.us
School Mailing Address:	30671 Hwy 14, Fairfield, NE 68938
School Phone Number:	402-726-2151
Additional Authorized Contact Person (Optional):	Amanda Skalka
Email of Additional Contact Person:	askalka@southcentralusd.us
Superintendent Name:	Julie Otero
Superintendent Email Address:	jotero@southcentralusd.us
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, 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>
Julie Studnicka, Principal Amanda Skalka, CIA Director Elizabeth Spray, Teacher/Parent Krista Calderon, Teacher Jarod Owens, Teacher Mary Caledron, Teacher Sam Beale, Teacher Mollie Thompson, Teacher/Parent Mel Spurling, Teacher Alexis Ramer, Teacher Nicole Hoffman, Teacher/Parent	<u>Parent Administrator</u> CIA Director Kinder Teacher/Special Ed./MTSS Team 1st Grade Teacher 2nd Grade Teacher 3rd Grade Teacher 3rd Grade Teacher 4th Grade Teacher 4th Grade Teacher 5th Grade Teacher 5th Grade Teacher

School Information
(As of the last Friday in September)

Enrollment: 188	Average Class Size: 16 (2 co-teachers/K-5 grade)	Number of Certified Instruction Staff: 15.5 (2 K-5 classroom teachers = 12 + 3.5 SPED)
Race and Ethnicity Percentages		
White: 88.3 %	Hispanic: 6.0 %	Asian: -- %
Black/African American: -- %	American Indian/Alaskan Native: .5 %	
Native Hawaiian or Other Pacific Islander: -- %		Two or More Races: 5.2 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 49.5 %	English Learner: 2.7 %	Mobility: 4.26 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	L to J Formative Assessments
NSCAS	Acadience Learning

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

Place documentation in corresponding folder on flash drive 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>The district and school regularly provided training opportunities for teachers to understand disaggregated data by subgroup. Examples include attending annual NWEA training, the Nebraska Reading Improvement Act training at ESU 9, and LETRS training that incorporates data literacy. The ESU 9 professional learning staff also continuously incorporate data literacy into trainings; this relevant to the audience approach helps teachers apply the data literacy later.</p> <p>Staff continually apply the data training when reviewing student data during meetings to inform curriculum, instruction, and assessment decisions. The addition of Heggerty’s phonemic awareness materials in preschool, kindergarten, and 1st grade Tier 1 instruction after reviewing multiple data sources is an example of data informing decisions.</p> <p>As part of our continuous improvement process, district and school-wide improvement goals are revised regularly using disaggregated data. The district-wide steering committee (teachers and administrators from every school are on this team) used the data and a year-long process to revise our school improvement goals. The current goals are:</p> <ul style="list-style-type: none">Academic Goal - All students will increase in measurable proficiencies in all content areas with an emphasis on English Language Arts.Culture Goal - All PreK-12 students and staff will Be Safe, Be Respectful, Be Responsible, and Be Resourceful to improve a positive school environment. <p>An action step being implemented to meet the Academic Goal is implementing formative assessments in every classroom using Dr. Jenkins’ L to J Process. All teachers (including new hires) were trained on the process in May 2019. This training included training in using several types of data including histograms, calculating effect size (and comparing it to Hattie’s Effect Size research), and data analysis. Teachers have created key concepts for each class as well as weekly formative assessments that help them and the students measure the effect of instruction over the course of the year. Teachers update the key concepts and formative assessments annually in their Academic Learning Teams (PLCs). New teachers receive initial training and then ongoing support from their Academic Learning Team.</p> <p>Disaggregated student NSCAS, MAP, and Acadience Learning (gender, special education, and poverty (low socio-economic) are reviewed annually during the Title I Team’s Annual Review Meeting and Multi-Tiered Systems of Support (MTTS) Evaluation Review Meeting. These teams include classroom, special education and Title I teachers, administrators, parents, and ESU 9 Title I personnel. This data is also reviewed with all teachers during monthly data meetings. Each team reviewing the data reviews percent changes in growth of students overall and in each disaggregated category. School goals are adjusted based on the updated data. The gap between SPED and non-SPED students and Free & Reduced Lunch (F/R) students and non-F/R students is monitored closely.</p>	

ELL and migrant groups are also reviewed, these subcategories had been zero for several years prior to the 2019-20 school year. 2019-20 EL enrollment was 4 students district-wide; 2020-21 EL enrollment was 11 students in grades K-12 (all but one student at the Sandy Creek site). All EL students enrolled at the Progressing level (not Emerging).

Ethnicity subcategories are reviewed also: 6 percent of students are identified as Hispanic/Latino and White is the predominant race at 88.3 percent. Conclusions are difficult to make when subcategories are less than 10 percent. Total Sandy Creek Elementary school population for grades Kindergarten through fifth grade is approximately 188 students. Drop-out rates are not applicable to this elementary school.

Analyzing student data is done at all levels to measure effectiveness. Individual student data, group data, sub-group disaggregated data, and groups of students are reviewed. Weekly MTSS Team meeting, monthly grade level meetings, MAP goal setting with students and sharing with parents are all systematic processes implemented to ensure the school effectively uses academic data.

Students not making the reading fluency benchmark at the beginning, middle, and end of the school year are progress monitored using Acadience Learning - Reading (K-5). Benchmarking in Math began in 2019-2020 for grades K-2; Progress Monitoring in math began in Spring 2021. The results of the progress monitoring are shared with the parents at parent-teacher conferences and then sent home quarterly so that parents can see the progress students are making. Students receiving interventions are monitored using an intervention tracking spreadsheet to determine adequate growth rates (AGR) in reading. Students not meeting the AGR are reviewed and additional support is given by additional intervention time or program fidelity. Weekly MTSS team and monthly grade level meetings review student data to see if adequate progress is being made in lesson progression and fluency/comprehension rates. Monthly pacing guides monitor the rate of instruction to assure students are at mastery and also moving through curriculum to make grade level progress. In program reading assessments monitor fluency and comprehension mastery every five to ten lessons, starting mid-year in the kindergarten program and continue through Grade 5.

Considerations for the most naive students are prioritized when scheduling reading groups, making sure all students are placed appropriately in the vertically aligned evidence-based curriculum with the highest needs Tier 2 and 3 students receiving extra support by placement in smaller group sizes and extra intervention time as appropriate. These students are progress monitored weekly, bi-weekly, or monthly according to the MTSS decision rules and growth rates are calculated regularly to ensure interventions are working. Each instructor and paraprofessional receives training and/or instructional coaching support to ensure fidelity to the program and evidence-based instructional practices. Adjustments are made to interventions if student growth rate goals are not met.

A social emotional screener was implemented in 2019-2020 and is now used to systematically identify students needing support three times per year. After the data is collected, the school's MTSS team meet to identify and create intervention plans for students needing new or continued support and release those that have consistently showed that they no longer need support.

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.*

A Title I Parent Google survey is typically filled out by parents when they attend parent-teacher conferences in the spring asking for satisfaction of the school and the reading support for their child. In 2020-21, this survey was sent electronically via our parent messaging systems (PowerSchool Alerts and SeeSaw). Fifty parents filled out the survey; the survey information indicated that students are being supported appropriately and parents are receiving the information that they need.

Parents typically provide Title I input during Family Fun Nights with Title Meetings held at each grade level. Parents are required partners on our Positive Behaviors Intervention and Support (PBIS) team. Fulfilling the requirements of the Nebraska Reads Act, any K-3 student not meeting Acadience Reading benchmark levels receives an Individual Reading Improvement Plan that includes school intervention and parent support strategies. There is clear communication between school and parents to implement the IRIPs.

The district has begun soliciting parent and community input for material adoptions as another way to ask parents and the community for ways to improve our schools. A Social Studies and English Language Arts survey was distributed in 2021 via the parent alert system, school website, and data is being collected via the survey to inform the district on parent and patron input.

As part of the school's Continuous School Improvement Process parents regularly complete a climate and culture survey. These are distributed to all parents via email multiple times in the fall. The results of each stakeholder group (parents, students, staff, and teachers) are reviewed by all staff, compared to other stakeholder groups, and used to improve the climate and culture of each school through the school improvement process. These results are also considered during the Title I annual program review meeting as well as other meetings throughout the year.

1.3

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.

The last Engagement Review Team visit conducted by AdvancEd was held in Spring 2018. The Team gave the district the following Powerful Practice: "The engagement review team commends the district for implementing a career pathways mentoring program that provides a venue for business and community stakeholders to engage in genuine, real-life internships with students who are in the process of selecting and preparing for their initial career choice." The Team gave the school the following Improvement Priority: "Develop, implement, and monitor a formalized, documented quality assurance process (attention to every aspect of the system) including strategic alignment, stakeholder involvement, communication, and professional development for leadership, teachers, and support staff."

Since the last review, the district has focused efforts on meeting this improvement priority. The administrative team has prioritized attending professional learning opportunities through ESU 9. During the 2018-2019, ESU 9 coordinated with with Phil Warrick of the Marzano Institute to support area principals with a series on instructional leadership. Subsequently, ESU 9 has also collaborated with Toby Boss, ESU 6, to provide support for schools working on Marzano's High Reliability Schools (HRS) school improvement framework. While official certification is optional, our district is one of the ESU 9 schools working towards quality implementation of the HRS Level 1: Safe, Supportive & Collaborative School and Level 2: Effective Teaching in Every Classroom. The HRS framework has helped us continue effective research-based practices while focusing our team on prioritizing the implementation of permanent practices that impact student achievement.

After also revising our district-created Instructional Framework (aligned with Marzano and Danielson's frameworks) in 2018-2019, the district was preparing to create rubric statements and teacher resources for each indicator the following year. The district Steering Committee then reviewed the University of Missouri's Network for Educator Effectiveness (NEE) resources. Implementing NEE in 2019-2020 provided our teachers and principals research-based indicators along with quality written and video resources. This resource allowed the district to move forward on revising the teacher evaluation tool and implementing a systematic walk-through tool.

As part of our HRS reflection, Academic Teams (also called Professional Learning Communities) were re-implemented in 2019-2020. ESU 9 has provided on-going professional learning to support this important

systematic tool for collaboration. With 20 miles between three district school locations, grade level or content teams meet virtually or in person during in-service days for an equivalent of twenty, 20 minutes or the equivalent of one contract day.

As part of our continuous improvement process, district and school-wide improvement goals are revised regularly using disaggregated data. The district-wide steering committee (teachers and administrators from every school are on this team) used the data and a year-long process to revise our school improvement goals. This district-wide team normally meets quarterly for their all-day meetings.

The current goals are:

Academic Goal - All students will increase in measurable proficiencies in all content areas with an emphasis on English Language Arts.

Culture Goal - All PreK-12 students and staff will Be Safe, Be Respectful, Be Responsible, and Be Resourceful to improve a positive school environment.

An action step being implemented to meet the Academic Goal is implementing formative assessments in every classroom using Dr. Jenkins' L to J Process. All teachers (including new hires) were trained on the process in May 2019. This training included training in using several types of data including histograms, calculating effect size (and comparing it to Hattie's Effect Size research), and data analysis. Teachers have created key concepts for each class as well as weekly formative assessments that help them and the students measure the effect of instruction over the course of the year. Teachers update the key concepts and formative assessments annually in their Academic Learning Teams (PLCs). New teachers receive initial training and then ongoing support from their Academic Learning Team.

A social emotional screener was implemented in 2019-2020 and is now used to systematically identify students needing support three times per year. Once the data is collected, the school's MTSS team meets to identify and create intervention plans for students needing new or continued support. Kindergarten through 5th grade students receive Second Step lessons weekly and middle and high school students receive weekly PBIS lessons.

The above mentioned district implementations have improved the quality and support of all staff data literacy skills. The ongoing work of analyzing data and identifying student needs regarding reading continues.

The Title 1 Schoolwide Committee has been part of this process, as well as doing their own in-depth study of disaggregated data. This study has been done to further identify student groups that have specific needs in order to be successful in all curricular areas. Student data from nationally normed achievement tests, state assessments, and district assessments have been studied. All classroom and Special Education teachers have attended trainings to implement and maintain the 90-minute reading block using the Reading Mastery and/or Corrective Reading curriculums for all students; as well as the 30-minute Intervention and Enrichment block for additional reading support – intervention supports may include 6-Minute Solutions, Heggerty's Phonemic Awareness, Language for Learners, Corrective Reading and REWARDS Intermediate.

First through fifth grades also implement a 45-minute Language Arts block with the Adventures in Language curriculum, while Kindergarten uses the Language for Learning and Zoo Phonics curriculums. Assessments are given regularly and grade-level meetings occur to adjust student groupings for instruction. Students with intensive needs are provided an alternate core curriculum of either Reading Mastery or Corrective Reading based on the district MTSS Plan.

Implementing quality peer coaching has been the next step of implementing the MTSS Plan. The internal coaches (who are also classroom teachers) along with the principal, SPED director, and curriculum director review in-program assessments, Acadience Learning - Reading, and MAP data regularly to inform monthly coaching sessions. The data is also reviewed at the program level to evaluate and improve resources and

instructional practices. The MTSS team conducts an annual data review of the plan which includes goal setting for the following school year.

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. Provide supporting documentation in the corresponding folder.*

The needs assessment data tracked and analyzed shows that reading comprehension is a primary concern for Sandy Creek Elementary School, with a secondary concern of math number skills.

This reading concern predominates in the categories of Socio-Economic Status, males, and Special Education students. Acadience Learning data shows that as students progress in the grades the chances of benchmarking in Oral Reading Fluency is higher. As part of our School Improvement Process, the emphasis for Sandy Creek Elementary is improving reading comprehension skills across the curriculum. A copy of the comprehensive needs assessment used in this is included in section 1.1, 1.2, and 1.3.

The district's MTSS Plan is an important piece we use to be sure we identify and address the needs of all children, especially those at risk of not meeting the state academic standards. This comprehensive plan outlines our MTSS process, instruction within MTSS, instructional PD and coaching plan, comprehensive assessment plan, intervention responses rules, individual student problem solving process, communication plan, and evaluation of the MTSS process. Our team was trained in the evaluation process by the former UNL Consortium team. This training continues to be utilized to make sure we are analyzing the data correctly and focusing our goal setting on appropriate data.

These assessments and screeners are systematically used with all students: Acadience Learning screeners in reading and math (3 times per year), social emotional screeners (3 times per year), classroom performances (in-program data; every 5-10 lessons), teacher observations, AR placement assessments (quarterly), L to J Math and ELA assessment (weekly), MAP (fall, winter) and NSCAS (spring) results are used to identify students' needs. Benchmark scores on standardized tests ensure that student needs have been met. Using these data points and the guidelines outlined in our MTSS Plan, students are progress monitored in reading, math, and for social emotional support. The school systematically reviews all screener data with the MTSS team and each grade level team (reading, math, social emotional data is each reviewed separately).

After at-risk students are identified, scientifically based research strategies – such as Reading Mastery, classroom pre-teaching and re-teaching, Language of Learning, Phonics for Reading, Connections, REWARDS Intermediate, Haggerty Phonemic Awareness, V-C-V consonant lessons and visual phonics (Zoo Phonics) – are implemented as needed during both large-group and small-group reading instruction and the 30-minute Intervention and Enrichment block. The school uses a year-long Intervention and Tracking Sheet to document achievement, growth, and interventions used for all students.

Achievements and progression of at-risk students are monitored weekly, or bi-weekly, depending on their level of needs and as outlined in our MTSS Plan. Students are identified as intensive, strategic or core. Once students are identified as well below grade-level reading, a structured plan and timeline is created to accelerate each student to grade level. Intervention program placement tests are systemically used with fidelity to appropriately support students.

Sandy Creek Elementary is sensitive to the needs of all students, particularly the needs of low achieving students. The district implemented a social emotional screener in 2019-2020 to identify students needing

support. The school guidance counselor is available and provides structured character development lessons to all students. The guidance counselor is also available for individual counseling sessions as needed. The school has purchased Second Steps social emotional curriculum materials and students receive instruction and support on a regular basis (varies by grade level; five times to once a week). This instruction is given by the classroom teachers so that they can immerse the classroom in the lessons. The school nurse is available as needed to support students and staff in the areas of student health. And the school has contracted three days from ESU 9 for a licensed mental health professional (LMHP).

Sandy Creek Elementary has a PBIS (Positive Behavior Intervention and Support) team that consists of the principal, guidance counselor, a special education teacher and parent, and a general education teacher and parent. The school is currently in PBIS Level II. Expectations are taught and displayed throughout the school. Positive behavior is reinforced for individual classrooms as well as School-Wide areas such as hallways, buses, cafeteria, playground, and bathrooms.

Sandy Creek Elementary meets weekly for Cougar Dens (suspended during 20-21 because of COVID-19), where each den leader (a staff member) has a small group of K-5 students that stays the same throughout their elementary career. In the Cougar Dens, we help reinforce school wide expectations and build relationships with peers and staff.

Sandy Creek Elementary has a strong TeamMates chapter in place, which provides one-on-one mentoring one hour a week for participating students. Mentors are volunteers who have completed the training program.

Kindergarten through fifth grades utilize the AR program that increases vocabulary development and comprehension. Quarterly, students in grades 1-5 take the STARs test that track their yearly progress and set their AR reading goals per quarter. During Family Fun Night, each family receives a free book and activities to inform and educate our parents.

A new math curriculum was implemented in 2017-2018, which has daily manipulatives, to encourage hands-on learning and an increase in math number sense. To increase those struggling with math number sense and reading comprehension, the district has purchased IXL, which provides unlimited practice in more than 7000 topics, covering math and language arts. As students work to master the standards listed, the program will re-teach the skill step-by-step, providing interactive questions, awards, and certificates to keep the kids motivated as they master skills. The district is currently looking into the possibility of using Zearn through NDE to accelerate students in math during summer school and next school year.

During 2020-2021, the district added an Early Warning System into PowerSchool to help quickly identify students needing support. Attendance, class grades, and achievement data is color-coded by risk factor and all of the categories are calculated into an overall risk factor. Each category can also be sorted separately by administrators and teachers. This is used as a quick reference and during MTSS and team meetings.

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.

The entire staff (all teachers, paraprofessionals, counselors, and administrators) has been involved with in-services for the school improvement goals. Those goals include all students improving in all academic areas and improving school climate. In-services are held regularly addressing these goals and have been ongoing. In 2020-2021 these in-services continued to be held, but were done so virtually.

Ongoing professional development has been coordinated with the school improvement process to focus on research-based curriculum and instructional methods to support student learning. Teachers and paraprofessionals attend many trainings, including, but not limited to the following: specialized conferences, Adventures in Language, Reading Mastery, Language for Learning, Acadience Learning, Reading Connections and other specialized training.

Examples of systematic professional learning:

- Every teacher, including special education teachers, attended the Adventures in Language training at Central City in August 2016 to facilitate effective initial implementation in 2016-2017.
- All teachers and paraprofessionals scheduled to help during the reading block attended at least one full day of Reading Mastery training in 2015 and 2016.
- New staff members (teachers and paraprofessionals) are required to attend the full Reading Mastery direct instruction annual training. Our district often hosts this training making it available for regional schools as well.
- The summer of 2020 (COVID-19) our one new K-5 staff member attended the Reading Mastery training via zoom.
- New teachers to the district attend New Teacher Training hosted by ESU 9 each August followed up with two more dates during the school year.
- New to our system K-12 teachers are assigned in-district mentors. These mentors help answer many questions throughout the year.
- Each reading teacher is assigned an internal instructional coach. Coaching sessions are scheduled monthly and additional sessions are added when the teacher requests support, when the in-program data shows support is needed, and when the coach knows the program will require additional implementation support.

In our school, professional learning also includes ongoing grade band meetings for K-1, 2-3, and 4-5 teachers (these meeting notes are omitted from evidence because of student names). The topics for each meeting are adjusted as needed, yet usually follow this pattern: Monday - Skill of the Week, Tuesday - Math, Wednesday - Reading, Thursday - PBIS & student concerns, Friday - Learning in Depth. State standards are discussed during these meetings, with the focus on ensuring all students are ready to meet the rigorous state standards. For 2020-2021, we have bi-weekly staff meetings.

Monthly single grade level reading meetings take place at Sandy Creek Elementary. These meetings are used to triangulate data for each student by reviewing assessment data for each student, progress monitoring data, and teacher observations. Grade level teachers, internal instructional coaches and the principal attend these meetings.

Professional Learning also includes individualized instructional coaching for all teachers and paraprofessionals in our school. An external coach was contracted to provide side-by-side reading support and to train the districts' internal coaches for three years, ending in 2016-2017. Gains in students meeting Acadience Learning End of Year Benchmarks and lower summer loss percentages show a clear achievement gain. In that time, the gap between special education students and

non-special education students in state testing Reading scores also decreased by almost 20 percent. Our school district transitioned from DIBELS Next to Acadience Learning before the 2019-2020 school year.

Internal coaches meet with grade level teachers and provide side-by-side coaching and constant and consistent support in researched based instructional procedures. Three classroom teachers serve as the instructional reading coaches at Sandy Creek. They receive extra training specifically for instructional coaches and conduct monthly coaching sessions with all reading staff (substitutes are hired or the principal covers their classroom while coaching takes place). Two coaches focus on K-2 and the other focuses on 3-5; this helps create a clear support plan and clear communication between coaches and staff.

The school's MTSS Team (internal coaches/teachers, school principal, SPED Director and Curriculum Director) meet every Tuesday 7:30 a.m. - 8:15 a.m. to review group pacing and assessment data, identify potential student or group coaching needs, measure progress towards school reading goals, and plan school or individual professional learning needs. This team regularly attended UNL MTSS trainings each year to support the leadership team's professional learning. This process has really helped us ensure that professional learning takes place for all staff on an ongoing basis. Monthly single grade level reading meetings also take place at Sandy Creek. These meetings are used to triangulate data for each student by reviewing assessment data for each student, progress monitoring data, and teacher observations. Grade level teachers, Internal instructional coaches and the principal attend these meetings.

4. Strategies to increase parent and family engagement

4.1	<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>The School-Parent Compact was created and is reviewed with parents during Parent Title I meetings. These meetings are held annually as part of the Family Fun Night (held each semester for each grade band PK-1, 2-3, 4-5) and the August Back to School Bash. Parents are asked for their input and feedback on the compact during these meetings.</p> <p>Staff also annually review the The School-Parent Compact at the annual Title I Staff meeting.</p> <p>After parents and staff provide feedback on the form, the form is re-organized as needed, and then added to the school board agenda to be voted on as a part of the Student Parent Handbook for the upcoming school year.</p> <p>Parents/guardians, students, and teachers sign the School-Parent Compact in the fall along with back to paperwork. It is also reviewed with parents by teachers during Fall Parent/Teacher Conferences to make sure all parties are fulfilling their role and responsibilities.</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>Parent Title I meetings are held during Family Fun Nights and Back to School Bash. Family Fun Nights are held three times each semester (one each for students in grades K-1, 2-3, 4-5). The Title I Parent and Family Engagement Policy is developed with parent and family input during these Parent Title I meetings.</p>	

<p>During Parent-Teacher Conferences, school enrollment of EL students, for Report Cards translators and translation of documents have been provided for the year 20-21. We use the Seesaw classroom app school-wide which translates directly for parents that need translation.</p>	
4.3	<p><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>Parent Title I meetings are held during Family Fun Nights and Back to School Bash. Family Fun Nights are held three times each semester (one each for students in grades K-1, 2-3, 4-5).</p> <p>Family Fun Nights were put in place to invite parents to school to participate with their child in activities that integrate reading and literacy activities. They are held in the evenings with a small meal served to accommodate families. Families leave with a book to read or activity to do together. Typically 40% of the families K-3 attend and 20-30% of families with students in 4/5th grade are able to attend.</p> <p>Read-A-Thon's along with guest readers happen at all grade levels during Read Across America; or when guest readers or parent volunteers are invited into the school.</p> <p>In addition to Family Fun Nights and the Back to School Bash, other family activities at Sandy Creek include: Read Across America Week (parents or guests are invited to join the classroom or read aloud a story, parents attend their child(ren) IEPs and/or MDTs, and 504 plans, Winter and Spring Concerts, Family Movie Nights, Accelerated Reader (AR) celebrations, Grandparent's Day, Chess Club Tournaments, and Career Day.</p> <p>Teachers set up group emails and/or use electronic message systems such as Seesaw to keep parents involved and engagement in their children's education. A schoolwide Facebook page and Seesaw are also used to post activities and show students engagement. Power Alert messages and Seesaw are sent on a regular basis to remind parents/guardians of upcoming activities.</p> <p>March - May 2020 the school delivered meals to any family requesting meals for children 18 & under. While teachers were connecting with families digitally, our paraprofessionals helped deliver these meals and used it as a way to stay connected with families.</p>	

5. Transition Plan

5.1	<p><i>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).</i></p>
<p>A transition program is implemented from Sandy Creek Preschool to Sandy Creek Elementary. This is done through meetings with parents, students, school officials, and other professionals as needed. Sandy Creek Preschool is fortunate to be able to serve <u>ALL</u> 3 and 4 year old children. Typically enrollment is approximately 70 students at this site.</p> <p>The Sandy Creek Preschool is in the same building as the elementary school, so students are familiar with the school, bus routes, lunch program, and many staff members. They are also familiar with the school routine. If the student requires an IEP, this paperwork is done with school administration and other professionals – such as speech/language therapist, occupational therapist, physical therapist, and elementary special education provider – to make sure the child gets the help they need transitioning into Kindergarten.</p>	

In the spring, a transition meeting is held with the Kindergarten teacher, administrators, preschool teachers, parents, and other staff personnel to discuss transition needs for each child. Preschool children are given multiple opportunities where they spend time in the Kindergarten room with the classroom teacher and paraprofessionals.

The students visit the Kindergarten classroom, learn the daily routine and interact with the Kindergarten teachers and staff. They get the opportunity to eat lunch in the lunchroom and meet the other staff that could possibly be working with them the following year. Also in the spring, incoming Kindergarten students are provided a time in which students tour the school and visit the nurse, principal, secretary, and special education teacher. They play on the elementary playground and are introduced to the school library and librarian. This helps students become familiar with the school building and staff members.

The parents are given an orientation packet that includes school information, schedules, and other important information they will need for their child. This is an additional opportunity for parents to complete some beginning of the year paperwork and ask questions if they have any. Preschool families are also included in the K-1 Family Fun nights so that they have met the staff and explored more of the school.

The night before school starts a Kindergarten Open House is held for Kindergarten students and their parents to come to the school with their school supplies, at which point they are able to get them organized and put away for the following first day of school. This is also an additional opportunity for students and parents to tour the classroom and ask any questions they may have. This gives children some comfort and excitement going into their first day of school as they know where they will be going and sitting during the next day.

Zoo Phonics, Heggerty Phonemic Awareness Program and Handwriting Without Tears are implemented in Preschool and Kindergarten for an easy transition. The school partners with Head Start to operate a combination preschool program that works with the school.

The elementary school purchased a school-wide Seesaw Classroom Application in 19-20. This is a digital platform with lessons and communication capabilities. Students are able to share what they are doing in the classroom, two-way communication between school and home happens quickly and easily. The program proved to be such a success in the elementary that the preschool teachers asked to have accounts added. The transition for parents between preschool communication and elementary communication systems is now seamless since all parents are already accustomed to the Seesaw application.

The transition plan is evaluated by staff regularly. In March the Kindergarten and Preschool Teachers meet to go over the transition plans. Current procedures are reviewed and changes are made as deemed necessary by the team.

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).

January: The counselor meets with all 5th graders students to complete a survey regarding their current feelings on middle school transition--nervous, worried, excited, etc.

February: The students write down specific questions for the counselor to present to teachers & students. The counselor asks 6th graders for some information on what they wish they'd known when they started the school year.

March/April: Students will meet the middle school teachers, student panel to answer questions, middle school principal meets with students to discuss differences in schedule and talk about choices of Band/choir/study hall etc.

May: The middle school student council hosts a 5th grade dance.

August: An annual Back to School Bash to welcome the 5th graders and their parents into 6th grade is hosted before school starts. The 5th graders entering 6th grade time orientation begins before the rest of the middle school attends the Back to School Bash to cover school-wide expectations, how to be a successful student, students received a schedule and their locker number. Students are placed into Prime Time peer groups so they can be supported by staff and upperclassmen in a small group collaborative and supportive environment. If students will be participating in extracurriculars; i.e. sports, band, choir; they are given the opportunity to meet with the sponsors. Students set up their locker before the year starts, as well as receive their computer to allow time to get familiar with the new technology.

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.*

L to J was implemented in all Preschool-12th grade classrooms starting in 2019-2020. Key concepts are outlined for most content areas at every grade level. In the academic areas the Key Concepts align with the state standards. Weekly ungraded L to J quizzes systematically measure students' mastery progress on the key concepts. Students chart their progress individually and as a class. This method helps teachers prioritize learning mastery and areas for growth of their students. This systematic process can save 30 percent of instructional time annually because teachers are pre-teaching and re-teaching concepts all year long.

The school implements a Multi-Tiered Systems of Support (MTSS) Plan to support quality student learning. Instruction time is scheduled to ensure every student is given the opportunity to learn with adequate time. Additional intervention time is set aside in the schedule for students needing extra support. Instructional time is protected for reading and math as much as possible when additional activities are scheduled during the school day.

Summer school is provided for students receiving free and reduced lunch as well as any other students teachers refer for additional support. Standards-based curriculum and activities are utilized to best support student learning, including extending the evidence-based interventions implemented during the school year. Summer School in 2020 was done virtually.

The district is fortunate to provide 1:1 devices to all kindergarten through 12th grade students. For the few families that did not have home internet connections during at-home learning Quarter 4 of 2019-2020, the school worked with our area service providers to provide connections. The 1:1 technology allowed teachers and students to connect synchronously and for learning to continue. Teachers utilized Zoom and Google Classroom for virtual meetings, and SeeSaw, Google Classroom, and other tools to provide learning opportunities. Principals held virtual weekly staff meetings to connect with each other and find any students that needed extra support (socially, emotionally, academically, etc.). In addition to in-house technology experts, our teachers participated in virtual professional learning through ESU 9 for help with digital learning pedagogy.

The school and community work together in a variety of ways. Throughout the year, community members take part in many school activities by visiting and/or participating in these activities. Some of the activities include, but are not limited to the following: Summer School, ESY for qualifying SPED students, Veterans Day Program, Read Across America Week Activities, TeamMates Mentoring Program, Elementary Music programs used to teach music etiquette, Elementary Open House, Elementary basketball camps, Chess Club (over 50 K-5 students participate annually during the 4-6 week Chess Club Program), Accelerated Reading (AR) Celebrations, K-5 Fun Day/Track Meet, Family Movie Night, Book Fairs, Elementary Rummage Sale, Clay County Spelling Bee, Jump Rope for Heart, Quiz Bowl, Booster Club Cougar Classic Basketball Tournament, Lion and Lambs Volleyball

Tournament (youth sports), Elementary Volleyball Tournament, Kids Fitness and Nutrition Day activities, Elementary Football programs, Grandparent's Day, Parent-Teacher Conferences, Earth and Water Jamborees, class field trips, Sandy Creek Youth Wrestling, FFA Petting Zoo, Career Day, 4-H After-School Activities, Cheerleading Camp, 5th Grade Leadership Team, and parent/community volunteers. Local businesses provide support for some of these programs for example: Teach Children to Save through the Nebraska Bankers Association.