

## Title I Schoolwide Information Spring 2020 Schoolwide Self-Review

*(To type in a box, put cursor in box & start typing. To mark a checkbox, just click in it)*

District Name:	South Central Nebraska Unified School District #5	
County District Number:	65-2005	
School Name:	Sandy Creek Elementary	
County District School Number:	65-2005-001	
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:	402-726-2142	
Additional Contact Person (Optional):	Amanda Skalka	
Additional Contact Person Email:	askalka@southcentralusd.us	
Superintendent Name:	Julie Otero	
Superintendent Email Address:	jotero@southcentralusd.us	
Check appropriate box:	<input type="checkbox"/> ESEA/ESSA Monitoring year <i>(do not submit this form to NDE – retain copy for records)</i> <input checked="" type="checkbox"/> <b>(cancelled b/c of COVID19)</b> Building Participated in Peer Review <i>(list who participated in reviewing plans at the NDE Peer Review Session in the space below &amp; submit Self-Review to NDE by May 1<sup>st</sup>)</i>	

Schoolwide plan has been reviewed and has not changed.

Schoolwide plan has been reviewed and changes are included with this document

School District Name:           **SCNUSD #5**                                Co. Dist. No:           **65-2005**          

School Name:           **Sandy Creek Elementary**                                Date:           **April 30, 2020**          

**SUMMARY SCORESHEET of SCHOOLWIDE PLAN SELF REVIEW RATING RUBRIC**

*Each Schoolwide Building must complete the following rating scale by scoring the School's previously approved Schoolwide Plan and entering scores from the Schoolwide Plan Peer and Self-Review Rating Rubric. Then complete the items on the following page.*

Section	Rubric Component	(Click in box to type score)
<b>Self-Review Rubric Scores (Enter 1, 2 or 3)</b>		
<b>Section 1: Comprehensive Needs Assessment</b>		
1.1	Disaggregated Data	3
1.2	Parent/Community input to identify School Needs	3
1.3	Improvement Efforts to support Continuous Improvement Plan	3
<b>Section 2: Schoolwide Reform Strategies</b>		
2.1	Strategies to Address Needs of ALL Children	3
<b>Section 3: Instruction by Highly Qualified Teachers</b>		
3.1	Paraprofessional Qualifications	3
<b>Section 4: High Quality Ongoing Professional Development</b>		
4.1	Professional Development Focused on Standards	3
<b>Section 5: Strategies to Increase Parent and Family Engagement</b>		
5.1	Title I School-Parent Compact	3
5.2	Building Level Title I Parent and Family Engagement Policy	3
5.3	Annual Title I Parent Meeting	3
<b>Section 6: Transition Plan</b>		
6.1	Transition plan for incoming students	3
6.2	Transition plan for outgoing students	3
<b>Section 7: Strategies to address areas of Need</b>		
7.1	Opportunities for Extended Learning Time	3
<b>Section 8: Coordination and Integration</b>		
8.1	Coordination & Integration of Federal, State, & Local funds	3

**Each school is required to submit evidence that the annual review has addressed program effectiveness. Please complete the following:**

**Date of meeting:** April 30, 2020

**Describe the data that analyzed to determine the effectiveness of the program and decisions made as a result:**

Overall and disaggregated NSCAS, NWEA-MAP, and Acadience Reading data was reviewed. Parent and teacher Title 1 surveys along with CIP surveys are also considered.

**List changes made to the Schoolwide Plan - if none, respond NA:**

N/A

**Meeting Minutes:**

[see attached](#)

**Please list the people and their title that were involved in the review:**

<b>Name</b>	<b>Title</b>
Amanda Skalka	CIA Director & Parent
Julie Studnicka	Principal
COVID 19 prevented more team members from participating	

**Title 1 Sandy Creek Elementary Self-Review Meeting**  
**Monday, April 4, 2020**  
 3:45 p.m. - 4:45 p.m.

Present: **Julie Studnicka, Amanda Skalka**  
 Absent (COVID 19): **Jacque Bailey, Krista Calderon**

Data Review

Nebraska Education Profile (NEP) is the source of most charts:

<https://nep.education.ne.gov/Schools/Index/65-2005-002?DataYears=20182019&type=ELEMENTARY>

MOBILITY PERCENTAGE			
Data Years	State	District	School
2019-2020			*6.11%
2018-2019	10.32%	10.47%	16.47%
2017-2018	10.86%	6.66%	8.43%
2016-2017	11.08%	7.21%	6.94%
2015-2016	11.24%	7.28%	8.47%
2014-2015	12.25%	9.28%	6.25%

Mobility - Mobility doubled to the school/district's highest level ever in 18-19 to be 16.5%. The district continues to see a rise in F/R lunch participating and mobility.

\*2019-2020 data is not finalized (11 of 180 students as of 5/4/20)

**STATE TESTING RESULTS**

NSCAS Percent Proficient: CCR Benchmark/On Track or Meets/Exceeds Combined Combined Results for All Grades Tested			
Data Years	English Language Arts*	Mathematics*	Science*
2018-2019	48 %	62 %	87 %
2017-2018	52 %	49 %	70 %
2016-2017	46 %	**	88 %
2015-2016	**	**	74 %
2014-2015	**	**	82 %

SC Elem NSCAS proficiencies:

SC 3-5 students perform highest in Science (legacy standards and benchmarks) and Math. ELA

continues to be the area focus district-wide.

NSCAS ELA Proficiency by Grade				
Data Years	Grade 3-5	Grade 03	Grade 04	Grade 05
2018-2019	48%	53 %	50 %	42 %
2017-2018	52%	58 %	58 %	40 %
2016-2017	46%	38 %	39 %	61 %

SC Elem NSCAS ELA proficiencies:

The percent of students meeting On-Track or CCR on the ELA NSCAS by Cohort varies in increases/decreases.

Cohort 2028 (18-19 3rd grade)

Cohort 2027 (18-19 4th grade) decreased from 58% to 50% (approximately 2 students)

Cohort 2026 (18-19 5th grade) increased 20% from 3rd to 4th (38% to 58%), decreased 16% from 4th to 5th (58% to 42%)

Grade 4 began Year 1 using RM as core in 2018-19; Grade 5 began Year 1 using RM as core in 2019-20.

NSCAS ELA Subgroups (all with un-embargoed data)				
Group	Subject	2016-2017	2017-2018	2018-2019
ALL	ELA	46%	52%	48%
Male	English Language Arts	45%	49%	52%
Female	English Language Arts	48%	54%	44%
SPED*	ELA	25%	35%	30%
F/R	ELA	41%	46%	34%

\*SPED data does not include Alternately Assessment students (3 in Cohort 2028, grade 3 in 2018-19)

### NSCAS Math Proficiency by Grade

Data Years	Grade 3-5	Grade 03	Grade 04	Grade 05
2018-2019	62%	53%	60%	74%
2017-2018	49%	50%	48%	48%
2016-2017				

SC Elem NSCAS **MATH** proficiencies:

Go Math implemented in 2017-2018; revised NSCAS Math assessment year 1, also. Significant Grade level and Cohort increases:

Cohort 2027 (18-19 Grade 4) 50% to 60% (10% INCREASE)

Cohort 2026 (18-19 Grade 5) 48% to 74% (26% INCREASE)

NSCAS Math Subgroups (all with un-embargoed data)			
Group	Subject	2017-2018	2018-2019
ALL	Math	49% met	62% met
Male	Math	55%	58%
Female	Math	47%	46%
SPED*	Math	--	40%
F/R	Math	20%	33%

\*SPED data does not include Alternately Assessment students

Review SPED & F/R Learning GAPS data on these links:

[SC NSCAS SPED Data](#); [SC NSCAS F-R Data](#)

Comments:

The 16-17 NSCAS assessment raised minimum benchmarks to 55-65 percentile; this results in fewer students overall meeting the benchmark and even fewer SPED students.

17 to 29 SPED students in grades 3-5 annually; the number has steadily increased each year.

F/R students in grades 3-5 have steadily dropped between 16-17 to 18-19 (62 > 53 > 48) yet the school/district overall percent of F/R students continues to rise and is currently approximately 50 percent.

The F/R gap is lower than the SPED gap in grades 3-5, yet steadily closing in on the gap in the last 3 years. Both sub groups need extra attention; start by reviewing core instruction and fidelity data b/c of the percentage of each in the school.

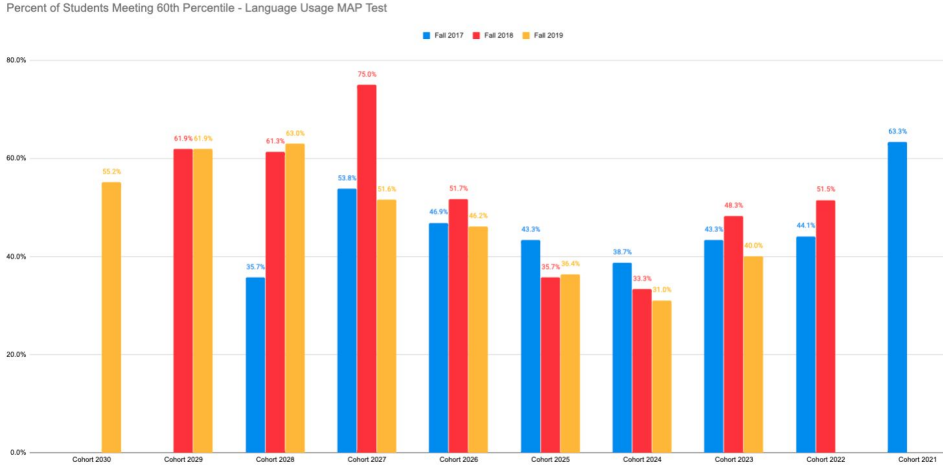
Year	SC 3-5 SPED GAP	SC 3-5 F/R GAP

2013-2014	48.42%		
2014-2015	34.45%		
2015-2016	31.50%		<b>GAP b/n F/R &amp; SPED</b>
2016-2017 ELA	31.99%	16.37%	15.62%
2017-2018 ELA	23.68%	15.69%	7.99%
2018-2019 ELA	37.91%	32.16%	5.75%

**NWEA-MAP TESTING RESULTS**

Grades 2-5 take MAP-Reading, Math and Language Usage in Fall & Winter  
 Grades 3-5 take MAP-Science (started later)

[MAP Cohort Data SC](#) - data being added  
[District, LN, SC MAP Grade Quartiles, RITs Graphed](#)



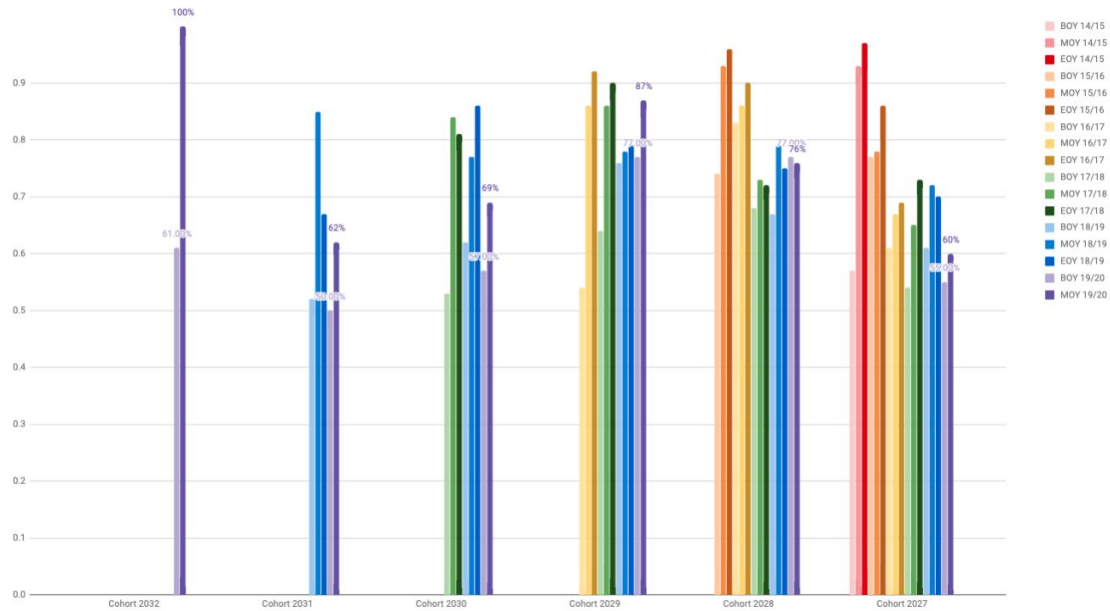
Comments: Grades 2-5 cohorts clearly have a larger percentage of students achieving 60 percentile or higher than Grades 6-8 (district-level data b/c school data is still being graphed) on the Lang. chart (other content areas are similar). The team discussed program changes implemented in recent years that have impacted achievement: change in reading, language, and spelling programs; change in math program; systematic training on programs for teachers and paras; added instructional coaching; added regular MTSS meetings to regularly review data and support teachers.

**Acadience Reading (DIBELS Next) TESTING RESULTS**

DIBELS Next Grades K-5 data: Google: District Data > District DIBELS Data > [DIBELS BOY-EOY Benchmark comparison data](#)

- [SC Cohort Chart](#)
- Kinder Chart
- Grade Level Chart

Sandy Creek K-5 Cohort DIBELS Next BOY-MOY-EOY Growth Comparison



**Comments:**

Cohort 2027 - increase in BOY to BOY BM: K to 1, 3 to 4, 4 to 5; decrease in BOY data: 1 to 2, 2 to 3.

Programs: K-3 Treasures 2011, 3rd grade RM; 4th & 5th graders received RM for the first time in those grade levels; 1st year implementation

Cohort 2028 - increase in BOY to BOY BM: K to 1 (Treasures), 3 to 4; decrease: 1 to 2, 2 to 3 (about same).

Cohort 2029 - increase in BOY to BOY BM ALL YEARS

Cohort 2030 - increase in BOY to BOY BM 2 of 3 years (5% lower 1st to 2nd grade BOY), this class needs lots of support!

Cohort 2031 - steady BOY; this class needs lots of support!

Cohort 2032 - 100% met MOY 2019-20!

\*\*Grades 1, 2, and 3 will need lots of support in 20-21 with COVID at this stage of learning to read!

The SC MTSS Team meets weekly on Tuesday mornings from 7:30-8:00 to monitor data, coordinate instructional coaching, and support staff questions. Grade Level meetings with teachers occur monthly. DIBELS Next data is used to screen and progress monitor Tier 2 & 3 students. In-program data is reviewed for all students, including those receiving Tier 3 intervention, to make sure mastery is achieved.

**Acadience Math Benchmark RESULTS**

2010-11 McGraw Hill curriculum

2011-12 started K-6 Pearson Envision Math curriculum

2017-18 Started K-7 HMH Go Math!

2019-2020 Acadience Math Benchmarking added in K-2



## [SC Acadience Math reports](#)

Effectiveness of Instruction Report Comments:

Grade K BOY to MOY: 21/24 remained at core; Strategic - 5 stayed, 3 moved to core, 3 fell to intense; 2 intense stayed intense

Grade 1 BOY to MOY: 9/9 remained at core, Strategic - 1 stayed, 2 moved to core, 1 fell to intense; 7/10 intense stayed, 2 moved to strategic, 1 moved to core. **This class needs a lot of support!**

Grade 2 gave only 1 of 2 computation forms in the Fall, so composite data didn't calculate. This also caused more students to be progress monitored than needed it in the Fall. MOY BM: 65% at Core or Above, 23% Strategic, 12% Intense.

## **[Self-Review](#) Notes: review scores for each indicator using the 2019-2020 [self-review rubric](#)**

- 1.1 Data is constantly being updated and reviewed by the district.
- 1.2 Parent office feedback forms added in 19-20; CIP parent surveys last done in 17-18, planning to do again in 19-20 or 20-21 (COVID 19 will determine). Review Title 1 Parent Survey data.
- 1.3 CIP goal is to improve ELA performance district-wide.
- 2.1 Walk to read supports all students. Pull out HAL started in 19-20. SPED endorsed teachers preference for all K-5 hires.
- 3.1 We plan to improve introductory and annual paraprofessional training by asking all paras to participate in ESU 9's new para training each August.
- 4.1 Weekly data meetings helps us quickly identify students falling behind so coaches can quickly intervene. Fidelity data collection was added in 19-20 as planned and next steps are to systematically use it to drive PD.
- 5.1-3 Family Fun Nights (added in 17-18) have been well attended and a Title 1 meeting is held during one annually to collect input and review docs needed.
- 6.1 The pre-school is in the elementary building (first year: 2013-14 school year) to add to the already existing pre-school transition activities. Preschool transition meets 3 or more activities for a 3; does K-5 transfer in student activities do the same?
- 6.2 Need 3 or more activities for 5th grade transition to 6th grade--
- 7.1 3 points = The schoolwide plan describes three or more opportunities to increase the amount and quality of learning time within or beyond the instructional day.
  1. Do Fidelity checks include starting/ending instruction on time?
  2. Schedule maximized learning time and para support for K-2 reading, math.
  3. Fidelity checks do include engagement % which is monitored for quality learning.
- 8.1 We coordinate and integrate federal, state and local funds well!