

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 gray box and type

District Name:	Sandhills Public Schools
County Dist. No.:	05-0071
School Name:	Sandhills Elementary
County District School Number:	05-0071-002
Building Grade Span Served with Title I-A Funds:	K-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	X <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	JD Furrow
School Principal Email Address:	jd.furrow@sandhillsknights.org
School Mailing Address:	P.O. Box 99 Halsey, NE 69142
School Phone Number:	308-533-2203
Additional Authorized Contact Person (Optional):	Brittni Bradley
Email of Additional Contact Person:	brittni.bradley@sandhillsknights.org
Superintendent Name:	J.D. Furrow
Superintendent Email Address:	jd.furrow@sandhillsknights.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input type="checkbox"/> X Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input type="checkbox"/> X Yes <input type="checkbox"/> No

<p align="center">Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center"> <u>JD Furrow</u> <u>Kristi Webster</u> <u>Jeanine Saner</u> <u>Julie Teahon</u> <u>Delite Zutavern</u> <u>Cindy Simonson</u> <u>Janine Catlett</u> <u>Danielle Thompson</u> <u>Brittini Bradley</u> <u>Monique Leach</u> </p>	<p align="center">Titles of those on Planning Team</p> <p align="center"> <u>Administrator</u> <u>Kindergarten</u> <u>First Grade</u> <u>Second Grade</u> <u>Third Grade</u> <u>Fourth Grade</u> <u>5/6th Grade</u> <u>SPED</u> <u>Title 1 Coordinator</u> <u>Parent</u> </p>
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 47	Average Class Size: 6.7	Number of Certified Instruction Staff: 6
Race and Ethnicity Percentages		
White: 98%	Hispanic: 2 %	Asian: 0 %
Black/African American: %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 59.6 %	English Learner: 0 %	Mobility: 6 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
Aims Web Plus	
MAPs	

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

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

1. Comprehensive Needs Assessment

1.1	<p><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> <p>Sandhills incorporates the use of NWEA MAP data as the NRT, NSCAS-Reading, Writing, Math, and Science as the state standards assessment, and AIMSWeb Plus as the universal screener and progress monitoring tool. During monthly MTSS meetings, with our school psychologist, student data is analyzed to determine changes needed in interventions that would best meet the needs of our students. The Title I required subgroups are observed and their data is analyzed even though some groups have no student represented and some subgroups have few. This data is masked on the state of the schools report but when analyzed by our team we unmask the data. Twice a year, we look at MAPs data, as a whole school to also see what we need to do for our lowest quartile students. K-6 will still focus on academics using the MTSS process. Some of the interventions utilized in K-6 are Lively Letters, Read Live, Prodigy, and IXL.</p>
1.2	<p><i>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.</i></p> <p>Sandhills Public Schools used a google form, platform as a tool to conduct surveys to parents, community members, students and staff members. A link was made available through our website and facebook page. Parents were encouraged to take the survey through individual teachers, Facebook, the District website and Connect-Ed auto-call service to complete the survey, including the post graduate survey. Computers were also available at parent teachers conferences to complete the survey.</p> <p>All staff and students grades 1-12 completed the survey. The perceptual data committee evaluated the most recent survey results as well as survey data from the last visit and the previous years. The strengths and areas of needed improvement are notated below.</p> <p>Student Survey:</p> <p>Grows</p> <ul style="list-style-type: none"> • 100% of students stated that the school is kept clean, they like the school building, they feel safe in their classroom, the homework they receive helps them to learn and their family wants them to do well in school. • Over 90% of the students feel safe in the hallway, bathrooms and outside the school. The meals are healthy, the adults treat the students with fairness and respect. They want to explore and learn new things, and students help each other when needed. <p>Grows</p> <ul style="list-style-type: none"> • 46.3% of students feel bullied sometimes. <p>Parent Survey:</p> <p>Grows</p> <ul style="list-style-type: none"> • Most of the parents agree that our students feel safe and welcome at our school. • Almost $\frac{2}{3}$ of those surveyed agree that there are adequate classes offered • 80% agree or strongly agree that teachers are helpful and approachable

- Over ⅔ feel there is adequate supervision at our school; before, during and after
- Most students and community show respect to other students, teachers, and administrators and most students feel respected by teachers
- The school provides an excellent learning environment, including social and academic needs and are prepared for the future workforce
- Our school has a good public image and performs well academically. Only 3.6% feel that the school doesn't perform academically
- Overall most felt that student expectations and information were met.
- The school's assessment and testing practices are fair

Grows

- Almost ⅓ of those surveyed feel that we need to offer more adequate classes
- Better communication for all school activities, not just athletics

Staff Survey:

Grows

- Technology tools are abundant, up to date and implemented.
- The employees at Sandhills Schools highly recommend the school for overall academic excellence.
- Employees believe that the extra curricular activities provided are of interest to the students and would recommend the students to participate in those activities.
- The majority of employees feel supported by administration and community.

Grows

- Provide opportunities for stakeholders and community to be involved in the daily activities of the school.
- Continue to allow opportunities for employees to evaluate and interpret the use of data collected.

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 Schoolwide plan at Sandhills is an arm of the Continuous School Improvement plan through Frameworks as well as our MTSS process. The improvement goals of each align and clearly identify what is done to meet the school's goals and the needs of the students. In August 2019, it was decided that Sandhills Public Schools will now follow the Nebraska Frameworks for CIP instead of the AdvancED. We are in year four of Nebraska Frameworks and are in the works of a plan. For this cycle, we have decided to focus on reading for our improvement goal. Some of the interventions utilized in K-6 are Lively Letters, Read Live, Prodigy, and IXL.

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.

K-6 are benchmarked 3 times a year according to the Nebraska READs Act. After each fall and winter benchmark, the MTSS meetings discuss students who are at-risk and are identified and placed in interventions that match their skill deficit. The interventions used are Lively Letters to assist with those needing work in the area of alphabetic principle and Read Live for those needing work decoding multisyllabic words. Read Live is also used during the intervention period for the students at benchmark who will benefit

from fluency practice and reading nonfiction text to build background knowledge. K-6 will still focus on academics using interventions and K-12 will focus on Social/Emotional learning using surveys.

3. High quality and ongoing professional development

3.1	<i>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.</i>
<p>Professional development is strongly encouraged at Sandhills Public School. Each teacher is given at least two days for professional development activities, more if they are approved by the administration, that are directly related to our School Improvement Goals. The administration provides the staff with 16 to 24 hours of workshops, throughout the year with the ESU10, to keep the staff up to date with the latest technology, data collection and educational opportunities. The school improvement action plan designed strategies to be implemented and the professional development needed to address the goals. We also have 1 highly qualified para that helps with K-6.</p>	

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>A yearly parent School Wide meeting is held in conjunction with the first parent-teacher conference in the fall. Parents are encouraged to attend the meeting and if they are unable to attend at the appointed time, there is the administrator, the school-wide leader and team, or any staff member available to visit with them about the school-wide program. At the meeting, parents are provided with a copy of the plan and are encouraged to ask questions about the various aspects of the program. The School-wide Plan is again reviewed through the self-review process. The School-wide team is encouraged to attend to review the effectiveness of the Sandhills' School-wide program.</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>In the fall the school-wide planning team meets to review the plans and make adjustments according to the mandates. Members of the school improvement committee are also involved to provide information related to changes in current curricular programs. The school schedule is examined to see how the plan could best be implemented throughout the year with the available staff.</p> <p>A yearly parent school-wide meeting is held in conjunction with the first parent-teacher conferences. Parents are encouraged to attend the meeting and if they are unable to attend at the appointed time, there are administrators, the school-wide team or any staff member available to visit with them about the school-wide program. At the meeting, parents are provided with a copy of the plan and are encouraged to ask questions about the various aspects of the program. The school-wide plan is again reviewed through the self-review process. The school-wide team is encouraged to attend to review the effectiveness of the Sandhills' school-wide program.</p>	

4.3	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>
<p>A yearly parent School Wide meeting is held in conjunction with the first parent-teacher conferences. Parents are encouraged to attend the meeting and if they are unable to attend at the appointed time, there is the administrator, the school-wide leader and team, or any staff member available to visit with them about the school-wide program. At the meeting, parents are provided with a copy of the plan and are encouraged to ask questions about the various aspects of the program. The School-wide Plan is again reviewed through the self-review process. The School-wide team is encouraged to attend to review the effectiveness of the Sandhills' School-wide program.</p>	

5. Transition Plan

5.1	<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>Prospective Kindergartners will be invited to a Kindergarten Round Up during the spring semester. Kindergarten Round Up is set as a "typical" Kindergarten day for all kids considering Kindergarten the following year. On this day, pre-school children get to see their classroom, meet their teacher and get the feel of Kindergarten. Parents are welcome to visit with the teacher and administration about any questions and concerns they may have. There is also a parent informational meeting at the ending of Kindergarten</p>	
5.2	<i>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).</i>
<p>Each spring, Sandhills has a Seventh Grade orientation for students transitioning from the elementary site to the high school. During this time, a day of school with bells and transition time between classes will be simulated. Prospective Seventh Graders will go to each class for a short meeting with the class's teacher and transition at designated bells. Seventh Grade teachers and the administrator will be present to discuss rules and expectations of the students, as well as answer questions students may have. The evening before the beginning of the school year, in the fall, the Seventh Grade has a One-to-One Laptop Boot-camp at the high school. This is required for all seventh graders and their parents to learn about their laptops they will be checking out and the parent needs to sign the appropriate paperwork. At this time parents are given a tour of the school and are able to ask any questions.</p>	

6. Strategies to address areas of need

6.1	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
<p>The strategies and activities designed to meet the needs of our lowest quartile students most at risk of failing to meet and continue to make progress on challenging content standard will include, but not be limited to: having full time resource and title teachers that will help provide increased supplemental instructional time for those students most at risk of failing state standards; all teachers will be available 30 minutes before and after school to meet with students who are struggling in their class or with standards; intervention times are set up according to their needs; Summer School; and Student Assistance Teams become involved when the previously mentioned strategies do not work. There is also a Summer Reading Program provided by the School Librarian that all children can attend. Professional development is strongly encouraged at Sandhills Public Schools. Each teacher is given at least two days for professional development activities (approved by the administrations) that are directly related to our School Improvement Goals. The</p>	

administration provides the staff with 16 to 24 hours of workshops throughout the year to keep the staff up to date with the latest technology and educational opportunities. The school improvement action plan designated strategies to be implemented and the professional development needed to address the goals.

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

7.1

Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)

The School-Wide program currently in operation at Sandhills Elementary School provides services for all students in each grade. The Title 1 Cooperative at ESU 10 administers the grant. Monies from the grant are allocated to Sandhills Elementary School according to the number of low-income students in attendance within the school. The program is a school wide program therefore all students qualify to receive services as they are needed. Sandhills Elementary School has an average class size in grades K-6 of 6 students. With a low student/ teacher ratio of 6:1, the classroom teachers are an integral part of the program of assisting students to reach their potential. If the teacher is unable to address the needs of the student, he or she is referred to the resource teacher who will work with the student. Besides the School-Wide Plan, other federal, state, and local programs in the school wide project will include, but are not limited to: Sandhills Public School budget, Class size reduction grant, participation in the ESU 10 consortiums, NDE Technology grant, and MTSS when appropriate. These resources will also help to fund and carry out professional development for all staff, supplemental curriculum materials, and whatever else is needed for the improvement of reading and math. There are limited resources available to Sandhills Public Schools due to the small towns in the area. However, the local community is able to become involved in the school-wide project. The school works with Scholastic to bring in the Book Fair once a year, Sandhills travels, every spring, to an Outdoor Ed day. We also have speakers come in, from the community like the Smoke House Trailer from our local fire marshal and Smokey Bear visits from the Nebraska National Forest.