

# 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:	Stanton Community Schools
County Dist. No.:	84-0003
School Name:	Stanton Elementary School
County District School Number:	84-0003-002
School Grade span:	K-6
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Mrs. Sarah Remm
School Principal Email Address:	sremm@esu8.org
School Mailing Address:	749 Kingwood P.O. Box 749 Stanton, NE 68779
School Phone Number:	(402) 439-2639
Additional Authorized Contact Person (Optional):	Mrs. Lorraine Morfeld
Email of Additional Contact Person:	lmorfeld@esu8.org
Superintendent Name:	Mr. Darren Soucie
Superintendent Email Address:	dsoucie@esu8.org
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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Lorraine Morfeld Ashley Schafer Annette Soucie Janelle Peter Sharon Schroeder Jennifer Davies Kiki Reese Wendy Benson Greta Hogrefe Elise Reese Sarah Remm Darren Soucie	K-4 Title I Teacher/Reading Specialist 5-8 Title I Teacher/Reading Specialist Preschool Teacher Kindergarten Teacher 3rd Grade Teacher 5th Grade Teacher Paraprofessional School Board Member Parent Parent PK-6 Principal Superintendent

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 380	Average Class Size: 25.38	Number of Certified Instruction Staff: 40
Race and Ethnicity Percentages		
White: 88%	Hispanic: 5%	Asian: 0%
Black/African American: 2%	American Indian/Alaskan Native: 1%	
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: 4%
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 39%	English Learner: 0%	Mobility: 9.02%

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMSweb, Acadience, CAT etc.)</i>	
NSCAS	Acadience Reading
MAP Growth	SRSS-IE

*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**

<b>1.1</b>	<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>Stanton Community Schools utilizes a systematic approach when reviewing and analyzing data to make decisions about curriculum, instruction, and assessments. Our school improvement action plan focuses on reading comprehension and transitions. The district’s Unity Council (similar to a steering committee) facilitates the school improvement process and develops the action plan, which focuses on reading comprehension and transitions. The Unity Council meets 3-4 times a year to review progress made toward goals.</p> <p>The district’s Teaching and Learning Committee also monitors our school’s needs for curriculum, instruction, and assessment. This committee reviews the work, progress, and needs of the students and classrooms. Discussions and decisions are focused on core programs, intervention resources, instructional strategies, and assessment tools. The Teaching and Learning Committee meets two times a year, while the various sub-committees meet several times a year. Sub-committees include grade-level teams, SAT, MTSS, ILCD, and special education planning teams.</p> <p>We use Acadience Reading for our school-wide screener. We begin the year by entering and updating all demographic information for each student. This information is updated as needed throughout the year. Acadience Benchmark Assessments are given three times per year, and the progress monitoring probes are given weekly, biweekly, or monthly based on student data.</p> <p>Student results on MAP Growth and NSCAS testing are also looked at to develop our intervention schedules. We alter our intervention schedule frequently, usually adding interventions as needed or returning students full time to the classroom as progress occurs. This is especially true after benchmarks. We also use intervention data, placement tests, fidelity checks, absence rates, the Core Phonics Survey, the San Diego Quick Assessment, PAST, and teacher input to make decisions for student needs.</p> <p>After all this data is collected, we review student progress, or lack of progress, at grade level meetings (as requested and/or monthly), EIR Data Check meetings (monthly), and MTSS meetings (monthly). Our entire staff attends benchmark data meetings (3 times a year) where we review data and set grade level and school wide reading goals. At grade level meetings, we set and record student goals on the student progress monitoring booklets. The Acadience Data Management System compiles the information into graphs, spreadsheets, etc. that are then given to the teachers weekly and parents monthly.</p> <p>The MTSS team attends several intense training sessions every year. We spend much of these training sessions looking at data and how to make educated decisions based on individual student data, group data, and historical data. We also collect teacher and program fidelity data to improve instruction.</p> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"><li>● K-4 Student Data Summary</li><li>● 5-8 Student Data Summary</li></ul>	

- 5-Year Trend Data
- K-4 Trend Data
- K-4 End-of-Year Evaluation Report
- 5-8 End-of-Year Evaluation Report
- School Improvement Action Plan

**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.*

Surveys are completed through the AdvancED accreditation process. All surveys were available on our Stanton Community Schools website. Information about the survey was included in our weekly newsletter so parents were informed. All patrons having our 68779 zip code were also informed about the surveys in the monthly Administrator mailing. As parents signed into our Fall Parent-Teacher Conferences, each parent was welcomed to school and encouraged to take the survey as they waited for their conferences. Students in K-6 completed their surveys during the school day. Staff was notified by email to complete their surveys. Survey summaries are included in our school profile which can be found on our Stanton School Improvement website. The results of the surveys were discussed and analyzed during two of our staff data retreats.

Our school has nine Strategic Planning Committees to direct school improvement process:

- 1) Buildings, Grounds, & Transportation
- 2) Budget, Finance, & Grants
- 3) Technology
- 4) Community
- 5) Personnel
- 6) Teaching & Learning
- 7) Activities
- 8) Governance, Americanism, & Wellness
- 9) Special Education

These committees consist of parents, community members, administrators, teachers, non-certified staff, and board members. The committees meet 3-5 times a year to review data, provide information, offer feedback, and make decisions that impact the education of our students. Some focal points of our committees' work include:

#### Community Committee

- Increase communication about the Parent-Teacher Support Group (PTSG)
- Reassess the need for an after-school program, using the Norfolk YMCA as a resource
- Assess our community's daycare needs
- Increase participation of fathers in school opportunities

#### Teaching & Learning Committee

- Implement Acadience Reading PreK: PELI with our preschool students
- Approve updated social studies and science curriculum guides and learning objectives
- Determine the need for a math screener (Acadience Math)
- Provide opportunities for training and professional growth in the areas of small group instruction, technology, EIR, etc.

#### Technology Committee

- Analyze survey results from parents and students regarding remote learning and technology needs
- Continue to update interactive displays in the classrooms

### Special Education Committee

- Revise our Targeted Improvement Plan (TIP) to ensure continued growth in the area of vocabulary
- Implement the Individual Student Problem Solving (ISPS) process with significantly struggling students

Stanton Elementary has a Parent-Teacher Support Group. This group includes parents and staff of Stanton Elementary. Each classroom has 1-2 parent volunteers who agree to represent and share information with classroom parents. This group, along with the principal and teachers, meets at least four times a year. The PTSG discusses school issues, suggests projects, and offers support for our students. PTSG information is included in the Elementary Handbook.

#### **EVIDENCE:**

- Teaching & Learning Action Plan
- Community Action Plan
- Special Education Action Plan
- PTSG
  - Class Representatives
  - Teacher Signup
  - Principal's Report
  - Meeting Minutes
- School Improvement Process Committee Membership

**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.*

Stanton Community Schools maintains a cycle for continuous improvement. Our current school improvement goals for the district include:

- 1) All students will improve in reading across the curriculum.
- 2) The district will enhance its transition support for students transitioning from one environment to another.

We have in-service days throughout the school year in which we focus on the school improvement action plan and its objectives. Training and workshops are provided to the teachers and paraeducators during in-service time. Our focuses have been on vocabulary routines, explicit instructional strategies, content-specific vocabulary, assessment, and small group instruction. A district assessment protocol was developed with the collaborative efforts of the K-12 staff. Social-emotional health has also been a focus for the district. Here we have focused on the use of a screener (SRSS-IE), providing training to staff about being a mandatory reporter, and educating staff about the SCIP process.

Curriculum days are also built into the school calendar. Stanton Community Schools began partnering with Humphrey Public Schools two years ago for this process. Content areas that have been concentrated on include World Language, Agriculture, Social Sciences, and Science. We will continue this partnership in the future.

When the teachers participate in curriculum days, the special education and Title I staff work on an agenda that is purposeful to their responsibilities and goals. Areas of focus include data review, systems review, monitoring our Title I Schoolwide and MTSS implementation plans and schedules, and providing training opportunities for paras. Sessions have included working with students on the autism spectrum, building positive relationships, reading instruction for small groups, and math support.

Our MTSS teams continue to modify and update our implementation plans based on our new and continuing training sessions. The MTSS plans align with our district school improvement action plan. We also fine-tuned our yearly calendar and began to meet monthly to allow more time to reach our school improvement goals.

Guided by our MTSS implementation plans, we form intervention groups, monitor student and teacher fidelity, and use evidence-based interventions.

Strengthening the core remains at the heart of what we do. The K-6 classrooms implement Wonders lesson templates. Consistent instructional strategies are emphasized in all classrooms. Strategies include unison response, individual turns, and error correction. Student engagement is a top priority in all classrooms. The K-4 classrooms have 90-minute reading blocks, while the 5-6 classrooms have 75-minute reading blocks.

Intervention times range from 30-45 minutes for the grade levels. Multiple interventionists work with small groups of students during intervention blocks. Intervention programs utilized include:

- Early Interventions in Reading (EIR)
- Corrective Reading
- The Six-Minute Solution
- QuickReads
- Phonics for Reading
- Sound Partners
- Rewards
- LETRS
- Heggerty

**EVIDENCE:**

- School Improvement Action Plan
- School Calendar
- Unity Council Agenda
- School Improvement In-Service Agenda
- Curriculum Agenda
- Special Education & Title I Professional Development Agenda
- K-4 MTSS Implementation Plan
- 5-8 MTSS Implementation Plan
- MTSS Communication Plan
- The Non-Negotiables

## 2. Schoolwide reform strategies

<b>2.1</b>	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.</i>
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Our MTSS Team has developed and consistently uses our decision rules to identify students that need support. Acadience progress monitoring data is reviewed at grade level meetings. The Title I/Reading Coach is responsible for collecting and entering all Acadience data, and this data is shared with teachers weekly and parents monthly.

With the NebraskaREADS initiative, students with reading deficiencies are identified and an Individual Reading Improvement Plan (IRIP) is developed. Parents are part of the plan development and receive a copy of the plan. Each month, the elementary newsletter (*Mustang Monthly*) includes “Read-at-Home” activities.

Former intervention students continue to be monitored by classroom teachers and the MTSS teams. A quick word of praise or a high five is given to let them know their efforts are being watched. Classroom teachers send

their students to the Reading Coach to acknowledge good growth. If a student is not growing or has uneven growth, that student is also sent to the Reading Coach for encouragement, a pep talk, or a discussion about the scores.

We use Early Interventions in Reading (EIR) as our main tool for our at-risk students. Students are scheduled in small groups for 30-45 minutes daily. In addition, we use The Six-Minute Solution, Corrective Reading, Phonics for Reading, QuickReads, Sound Partners, and Rewards. The Title I teacher also teaches/preteaches/reteaches the reading CORE.

In addition, monthly intervention data is gathered on all intervention students during the monthly EIR Data Check Team Meeting. This allows us to spot at-risk students early so we can identify problems, brainstorm solutions, and adjust interventions. Since we are a small school, daily discussions about our students are held and minor changes can be added to/deleted from services provided to our students. These changes are consistently being updated on our newest intervention schedule. These changes are shared with parents during conferences and with an intervention notice.

As data is reviewed, classes are made more intense by making groups smaller or by increasing instructional time. These changes are noted on the students' progress monitoring graphs.

When a teacher or a parent has concerns about a student, basic data is gathered and a SAT meeting is scheduled. Parents are contacted early in this process and are invited to all SAT meetings. Meetings are scheduled at the parent's convenience. The SAT/504 team members, the principal, the referring teacher, the parents, and the Title I/Reading Coach attend. Follow-up meetings are held at six-week intervals to monitor interventions and modifications. Other staff may also be invited including the school counselor, speech teacher, OT, or the school psychologist. Outside family support members may also be present. Data collected and reviewed may include classroom assessments, daily work, multi-year and current Acadience data, placement tests, Core Phonics Survey, San Diego Quick Assessment, PAST, check lists, and individual daily behavior charts. When appropriate, results from MAP Growth, NSCAS, and classroom assessments are shared. These results are also sent home with all students.

Another process we implement is the Individual Student Problem Solving (ISPS) process. This process supports our MTSS implementation plan. Its focus is to hone in on specific areas of concern and identify interventions that best fit the skill deficit.

Teachers will provide after-school study opportunities for students as needed, particularly for students in grades 4-6.

Parent volunteers are also utilized throughout the school day. Classroom teachers organize volunteers for their classrooms. We will be looking into volunteer opportunities for community members in the future.

Social-emotional support is provided to students through our *Second Step* curriculum, school psychologist, and school counselor. TeamMates is an opportunity for students starting in grade 3.

Summer school is provided to students. The focus has been primarily on reading; however, discussion has taken place about how we can better support math. The summer school program is considered a "jump start" for students struggling with reading skills. The summer school session runs for 3 weeks. Criteria used for placement includes students performing below or well below the spring Acadience benchmark (red/yellow). Other criteria include students just exiting an intervention, MAP Growth results, and classroom performance on assessments.

**EVIDENCE:**

- K-4 Intervention Decision Tracking Spreadsheet
- 5-8 Intervention Decision Tracking Spreadsheet
- EIR Data Check Meeting Agenda
- *Mustang Monthly*
- SAT Form
- ISPS Form
- Student Check-In, Out Form
- 2020-2021 Summer School Sessions

**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.*

Stanton Community Schools sets aside three half days per year for school improvement in-services and 5 full days per year for curriculum review. The topics are aligned to our school improvement goals and curriculum needs. Presenters come from varied backgrounds and experiences and include staff developers from ESU 1, 7, and 8, NDE staff, MTSS coordinators, district staff, and administrators. All administrators, teachers, and paraeducators are included in the in-services. Non-certified staff is included when appropriate.

In-Services

Our focuses for in-service days have been on vocabulary routines, explicit instructional strategies, content-specific vocabulary, assessment, and small group instruction. A district assessment protocol was developed with the collaborative efforts of the K-12 staff. Social-emotional health has also been a focus for the district. Here we have focused on the use of a screener (SRSS-IE), providing training to staff about being a mandatory reporter, and educating staff about the SCIP process. The secondary level has focused on the use of Canvas.

Curriculum & Instruction

Stanton Community Schools began partnering with Humphrey Public Schools two years ago for the curriculum review process. Content areas that have been concentrated on include World Language, Agriculture, Social Sciences, and Science. Staff developers from ESU 7 and 8 support this process. We will continue this partnership in the future.

Teachers attend curriculum workshops at the ESU. More recently, teachers have received additional training in the content areas of science, social studies, and reading. Wonders Adaptations training was attended by some of our elementary teachers.

Teachers have attended the Anita Archer training for vocabulary and comprehension. The district uses Explicit Instruction, written by Anita Archer and Charles Hughes, as a foundation for effective and efficient teaching practices.

Specialists

Special education and Title I staff work on professional growth and development activities that are purposeful to their responsibilities and goals. Areas of focus include data review, systems review, monitoring our Title I Schoolwide and MTSS implementation plans and schedules, and providing training opportunities for paras. Sessions have included working with students on the autism spectrum, building positive relationships, reading instruction for small groups, and math support.

ESU 8 provides an opportunity twice a year for Title I teachers to meet. We discuss issues, share information, and offer support to each other.

#### Mentor/Mentee Program

All teachers new to our district are assigned a mentor teacher. The mentor/mentee team follows a monthly schedule of discussion topics and observations. The mission of the mentoring program is to help teachers new to the district improve their practice, learn professional responsibilities, and ultimately improve student learning.

#### Teacher Evaluation Model & SMART Goals

Teachers at Stanton Community Schools are provided feedback through our summative teacher evaluation model, which is aligned to Nebraska's Framework Levels of Performance. Areas evaluated include foundational knowledge, planning and preparation, the learning environment, instructional strategies, assessment, and professionalism, and vision and collaboration.

Teachers develop SMART goals each year, starting after their first year of employment in the district. These professional goals are to be connected to our school improvement action plan in the areas of reading comprehension and transitions.

Teachers are provided professional leave each year to attend training sessions. Workshops that are tied to our school improvement plan are approved. Paraeducators are also given opportunities for professional development. Workshops are typically offered at an ESU or on-site.

#### MTSS

Our MTSS team has transitioned from ongoing support from our Nebraska MTSS consultant to ongoing support from our MTSS Coordinator through ESU 8. We have both on-site and off-site trainings. We usually attend 3-4 trainings per year at ESU 1 and/or ESU 8. MTSS on-site workshop days are also scheduled throughout the school year.

#### Interventions

Both teachers and paraprofessionals attend intervention training. Opportunities have included EIR, Corrective Reading, and Rewards.

#### Paraprofessionals

We currently have 4 instructional paraprofessionals. Most of our paraprofessional staff is fairly new to the district, with one para in her 16th year at Stanton Community Schools. She has been trained in EIR and Corrective Reading. She is also a member of our Unity Council and works with students in grades 5-8.

We have one Title I paraprofessional. She is in her second year at Stanton, but her first year working in the Title I program. She received EIR training prior to starting as a Title I para.

We have two special education paraprofessionals. One in her first year and the other in her second year. One has had EIR training, and our newest hire will train in the summer of 2021.

All of our paraprofessionals participate in district school improvement days, professional development days, online safety webinars, back-to-school inservices, fidelity checks, and coaching. As needed, (daily, weekly, and monthly) discussions are held formally and informally to discuss the paraprofessional insights concerning student growth.

### Health & Safety

Staff are trained in health and safety topics, such as blood-borne pathogens, CPR, Attack on Asthma, and suicide prevention. Trainings have also focused on mandatory reporting of child abuse/neglect and the SCIP (School Community Intervention & Prevention) program. The school uses the Safe Schools program for additional training for all staff. TeamMates training has been provided to staff involved in that program. All staff also attend training about student transportation and human trafficking.

#### **EVIDENCE:**

- School Improvement Action Plan
- In-Service Agenda
- Mentor Assistance Protocol
- Summative Teacher Evaluation
- Professional Development Log of Workshops and Trainings
- Fidelity Walkthrough Report (2019-20, 2020-21)
- Fidelity Observation Reports (Core, Intervention, Sped)

## **4. Strategies to increase parent and family engagement**

### **4.1** *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.*

Stanton Community Schools utilizes the School-Parent compact to involve parents, students, teachers, and administration. Parents and community members on the Teaching & Learning Committee and Parent-Teacher Support Group are involved in the decision-making process concerning our school-parent compact. The components of the compact are reviewed yearly at the spring Parent-Teacher Support Group meeting. The group provides feedback about revisions to the compact. The school-parent compact is sent home at the beginning of the school year for parents and students to read, sign, and return. This is during our Title 1 Back-to-School Night event. The principal and teachers also read and sign the compact. The compact is discussed during Parent Teacher Conferences in the fall.

We use the Acadience Benchmark screener three times a year. After each benchmark, we send home a summary of their child's results along with information explaining Acadience. The parent reports allow the parents to see the child's growth or lack of throughout the school year.

When students are placed in interventions, we send home a parent letter outlining the services that their child is receiving. When a student discontinues an intervention, we send home a letter informing parents that a service has been discontinued.

If a student is receiving an intervention, parents are provided the opportunity twice a year at conferences to meet with the Title I Teacher regarding any questions or concerns. The Title I Teacher also serves on the SAT and MTSS teams, so she is able to share student information with parents and team members.

#### **EVIDENCE:**

- School-Parent Compact
- PTSG Principal's Report

4.2	<p><i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i></p>
<p>The parent and family engagement guideline is reviewed and updated annually at a Governance Committee meeting. This committee is made up of teachers, administration, parents, and community members. The Title I Parent and Family Engagement Guideline is established in compliance with Title I requirements. Stanton Community Schools has a Parent and Family Engagement Guideline applicable to family members of all children. This policy can be found in the K-4 Parent-Student Handbook. At the beginning of the school year, all parents sign a receipt to verify that they have read the Parent Policy.</p> <p>The Title I Parent and Family Engagement Guidelines are included in the board policies. These policies are available on the Stanton Community School website for all parents to review. The PTSG also has the opportunity to review the Compact, the Title I plan, and the Title I Board Policy .</p> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>● Policy 6410 - Parent Involvement in Title I Programs</li> <li>● Student Handbook - Parent &amp; Family Engagement Guideline</li> <li>● Acadience Progress Monitoring Parent Letter (report)</li> <li>● Intervention Needs- Parent Letter</li> <li>● EIR Exit Letter- Parents</li> <li>● IRIP Parental Notice</li> <li>● Sample Acadience Parent Report</li> <li>● Title 1 Parent Letter</li> <li>● <i>Mustang Monthly</i></li> </ul>	
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>The annual Title I Parent Meeting is held at the beginning of each school year during Back-to-School Night. The Title I teacher meets the families at the door to welcome them and provides them with materials explaining our Title I Program, as well as the MTSS process. The meeting consists of sharing schoolwide Title I information with our families. In addition to sharing Title I information, parents have the opportunity to visit their child's teacher and classroom. Parents receive the compact, as well as information regarding curriculum expectations, grading systems, discipline, daily schedules, homework policies, staff qualifications, and volunteer opportunities.</p> <p>The Title I Back-to-School Night was held, this year, on August 11, 2021 from 5:00 PM-6:30 PM.</p> <p>Parents have additional opportunities to discuss their child's academic progress with the classroom and Title I teachers at the fall and spring parent-teacher conferences. At any time during the school year, parents can request to meet with their child's teacher to discuss concerns and progress.</p> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>● K-4 Back-to-School Night Sign In</li> <li>● 5-8 Back-to-School Night Sign In</li> <li>● What Is Schoolwide Title I?</li> <li>● MTSS Brochure</li> <li>● School-Parent Compact</li> <li>● Back-to-School Night Invitation</li> <li>● NebraskaREADS Slideshow Presentation</li> </ul>	

## 5. Transition Plan

<b>5.1</b>	<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>
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### Preschool to Kindergarten

Stanton Community Schools started operating a district preschool during the 2019-2020 school year. We have established partnerships with NENCAP, Noah's Ark Preschool (another local preschool), and ESU 8. The preschool is located one block from the elementary building, giving the Lil' Stang students opportunities to come to the elementary for library, PE, and music throughout the week. Preschool parents are involved in the Parent Council.

Curriculum and programs we use include *Creative Curriculum* and *Ready Rosie*. The preschool students participate in school events, such as homecoming week, Read Across America, and book fairs. The elementary student council reads books to the preschool students throughout the year.

Another addition to the preschool program for the 2021-2022 school year is the implementation of *Acadience Reading PreK: PELI* (Preschool Early Literacy Indicators). This data will be used to address students' strengths and challenges, as well as provide literacy information to the kindergarten teachers and MTSS team.

Home visits occur prior to the start of the school year. Preschool parents are scheduled for a conference during the fall and spring parent-teacher conferences. These conferences are conducted in the elementary building.

### Kindergarten Roundup

Kindergarten roundup is an opportunity for parents to learn about the requirements and expectations of kindergarten. While parents attend an informational session, the incoming kindergarten students spend time getting to know the kindergarten teachers in the classroom.

### Back-to-School Night

Prior to the first day of school, all students in grades PK-6 are invited to attend a Back-to-School Night event. Parents receive information about our Title I and MTSS programs. Students and parents visit the classrooms, meeting teachers and learning about classroom expectations.

### Second Step

The social-emotional curriculum, *Second Step*, is implemented in grades K-6. Weekly lessons occur with the K-4 students, while grades 5-6 have bi-weekly lessons. During the 2020-2021 school year, we will be implementing *Second Step* at the preschool level, which will be aligned with our K-6 classrooms.

### Transfer Students

Students and their families moving into our district from another school district are provided opportunities to tour the school and meet the staff. If benchmarking data is needed, the Title I teacher assesses students with the appropriate measure (Acadience, Core Phonics Survey, etc.). The special education teacher will review MDT's and IEP's of students transferring in. Meetings will be held, as needed, to determine continued special education verification and revise educational plans.

### Special Education

At the preschool level, students with special education needs will have the same service providers for speech-language, occupational therapy, and physical therapy when they enter kindergarten. Kindergarten

teachers and the K-4 special education teacher attend MDT and IEP meetings for incoming kindergarten students.

The special education teacher meets with the classroom teachers in the fall to educate them on the students' IEP goals and learning needs. Instructional and behavioral planning meetings take place throughout the year to address concerns for students. IEP meetings are then held to revise goals, services, accommodations/modifications, behavior plans, etc. as needed.

Our Targeted Improvement Plan (TIP) addresses the learning needs of our special education students. More specifically, we target vocabulary growth of our students in grades 2-11.

**EVIDENCE:**

- PK-6 Specials Schedule
- Lil' Stangs Advisory Committee Purpose Statement
- Preschool Orientation Letter
- Preschool Orientation Presentation
- NENCAP Transition Plan
- Kindergarten Roundup Letter
- Kindergarten Roundup Presentation
- Kindergarten Round-up Packet
  - Memo from secretary about upcoming Kindergarten Roundup
  - Census Data Form
  - 2020-2021 School Calendar
  - State Requirements
  - Letter from ESU 8 School Nurse- Reminders
  - Multiple Exam Forms
  - Guidelines for Dispensing Medicine
  - Summer Learning Ideas to Prepare for Kindergarten
  - Promoting Readiness to Read
  - Language Development from Speech Pathologist

**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).*

4th to 5th Grade

Our elementary schools are located at two different sites. Grades K-4 in one building and grades 5-6 in the same building as grades 7-12. This means our 4th-grade students have a transition opportunity when they enter 5th grade. 4th grade special education students visit the 5th grade classroom and special education teacher in the spring prior to their 5th-grade year. Prior to school starting in August, incoming 5th graders and their parents are invited to an orientation night. Here they learn about the expectations of 5th grade and meet their classroom teachers.

6th to 7th Grade

Students going from 6th to 7th grade are provided opportunities to learn about the day and life of a 7th grade student in the spring prior to their 7th-grade year. Again, an orientation night is held in August. Because we have two tracks of math, 6th grade students will take the MAP Growth Mathematics assessment in the spring. This data, along with classroom assessments, NSCAS, etc., will be used to determine the appropriate math track for their 7th-grade year (Pre-Algebra or Math 7).

Other Transitional Activities

Students are familiar with the core curriculum materials: Wonders Reading, Saxon Math, Pearson Social Studies, and Science. Wonders templates and *Second Step* are used in grades K-6, allowing for a more seamless transition.

Music and sports programs are held in the middle school and high school gyms. In the spring, the band director meets with the 4th grade students to discuss the band program. The specials teachers are the same as the K-4 building for art, music, and library. The elementary principal is visible in the 5-6 classrooms.

**EVIDENCE:**

- 4th Grade Band Letters
- 5th Grade Orientation Letter
- Math and Reading Scope and Sequence
- Winter Concert Flyer

## 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.*

### Core Instructional Time

The academic schedule is developed with the intent of providing sufficient instructional time for the core subjects. Grades K-4 have 90-minute reading blocks, while grades 5-6 have 75-minute blocks. Math is typically 60 minutes, grammar/writing 30 minutes, and social studies and science 20-45 minutes (depending on the grade level).

### Interventions

Intervention for students meeting the criteria for IRIP's is 30-45 minutes daily. We add intensity to our interventions by increasing the time spent with the group or by making the groups smaller. After collecting enough data points, we rearrange groupings to develop the instruction to the student's level. Occasionally, we retest to validate the correct placement of a student.

The MTSS team will be focusing more heavily on small group reading instruction moving into the 2021-2022 school year. To accomplish this, the master schedule will need to be revised in order to provide intensified small group instruction within the classroom. Teachers have started planning for small group instruction. Our in-services this year focused on providing training and information to help teachers be more successful with their planning efforts.

Additional support is provided to students as the need arises. This support comes in the form of pre-teaching, reteaching, and assisting with specific assigned skills. These sessions are 10-15 minutes in length and are considered "extra scoops" of learning.

### High Ability Learners (HAL)

A High Ability Learners program is provided to students in grades 3-6. There are two facilitating teachers, one for grades 3-4 and one for grades 5-6. After MAP Growth testing is completed in the fall, students scoring within the 90%ile on math, reading, or science qualify for the HAL program. Parents receive a notification letter of their child's performance and a permission form for their child to participate in the HAL program. HAL meets times a month after school. Activities are STEAM-oriented, including science experiments, problem-solving exercises, and technology integration.

### Summer School

Summer school is offered to students who have not met the spring Acadience benchmark. Other historical student data may be used as qualifying criteria. Typically, three teachers provide 2-3 sessions a day for three weeks. Student groupings depend on the needs of the students. The summer school program is considered a “jump start” for students struggling with reading skills. The primary intervention used is EIR; however, other interventions will be considered if necessary. Summer school sessions correlate with the summer breakfast and lunch program.

### Read-at-Home Activities

Parents of students on IRIP's are provided information from NDE's *Read-at-Home Plan for Student Success*. Each month, the principal sends out a *Mustang Monthly* newsletter to all parents, which includes recommended activities from this document.

Classrooms participate in the Pizza Hut Book-It program from October through March.

### Additional Reading Opportunities

Classroom teachers utilize programs such as Book Buddies and Epic to further enhance their students' reading.

### Month-by-Month Assemblies & Events

August: “Welcome Back” assembly

September: Monthly assembly, Homecoming, Grandparents' Breakfast

October: Monthly assembly including quarterly awards, Red Ribbon Week

November: Monthly assembly, Giving is Better than Getting Message (annual food drive), PTSG holiday crafts and activities

December: Monthly assembly, Winter concert

January: Monthly assembly including quarterly awards

February: Monthly assembly, Random Acts of Kindness Day, Book Fair

March: Monthly assembly including quarterly awards, Read Across America Week/Dr. Seuss Celebration (includes Scooper Duper Trivia in grades K-4 and Dr. Seuss Trivia in grades 5-6), Book Bingo Night

April: Monthly assembly, Earth Day, Spring concert

May: Monthly assembly, 4th-Grade Recognition Program, Field Day

\* Monthly assemblies focus on birthdays, Citizens of the Month, Students of the Month, Caught Doing Good, Mustang Missions (Acts of Kindness)

\* Quarterly Awards - Achievement, Improvement, and Perfect Attendance

### TeamMates

The TeamMates program focuses on students in grades 3-12. Students and parents receive information about the program each fall and are given a parent permission form to complete and return to the school. Students are matched with mentors to the greatest extent possible. At times, we have students on waiting lists, as the need for mentors has increased and the number of mentors available has not.

### Second Step

Students in grades K-6 participate in weekly or bi-weekly *Second Step* lessons. One school counselor works with grades K-4 and another with grades 5-6. This social-emotional program concentrates on skills related to skills for learning (listening, focusing attention), empathy, emotion management, and problem solving. The district plans on implementing the program in preschool in the fall of 2021.

### Field Trips

Field trips are encouraged for our students to engage in learning opportunities outside of the classroom. Grades K-4 attend plays at either Wayne State College or the Johnny Carson Theater (sponsored by the Norfolk Fine Arts Center). Edgerton Explorit Center in Aurora also provides “On The Move” demonstrations at the school for grades K-6. The PTSG helps fund field trips each year. Field trips include:

Preschool - Fire Station, Local Walking Trips Around Town

Kindergarten - Fire Station, Poppy’s Pumpkin Patch

1st Grade - Fire Station, Lucas and Becky Miller’s Farm

2nd Grade - Fire Station, Lincoln Children’s Zoo

3rd Grade - Planetarium or Ashfall Fossil Beds State Historical Park

4th Grade - Capitol, Memorial Stadium, Morrill Hall, and other sites in Lincoln

5th Grade - Stuhr Museum, H2O Daze

6th Grade - Henry Doorly Zoo, Madison Science Expo (Insane Science Day)

#### Parent & Family Engagement Opportunities

- Grandparents’ Breakfast
- Book Bingo
- Volunteer opportunities
- Attending field trips
- Book fairs
- Parent-teacher conferences
- Back-to-School Night
- Grade-level orientations
- Music concerts
- Classroom celebrations

#### Parent-Teacher Support Group

Our PTSG also develops student- centered activities. Parents assist in the classrooms with an arts and crafts project where each student makes a Christmas tree decoration that they take home prior to the winter break. Typically, decorations are also made and taken to the Stanton Health Center; however, due COVID-19, we were not able to do this during the 2020-2021 school year. The PTSG held a Book Bingo Night on March 11, 2021. In the spring, they provide snacks for students on Field Day. They also help organize the 4th-grade recognition program.

#### Community & Beyond

Stanton Community School (Elementary) and Wayne State College partner together to provide future teachers the opportunity to work with elementary students. Twice a year, WSC teaching majors arrive to teach a variety of science concepts to the K-4 students.

The school works with the Stanton Public Library. The Stanton Public Library offers monthly after-school reading programs. Notification of these events are posted at the Elementary School and dates and times are included in our weekly parent memos. During the summer, the public library offers a Summer Reading Program. Stanton Elementary School supports these efforts by inviting the public library personnel to our April assembly. They announce the theme of the summer program and encourage student participation. Stanton Elementary staff often help with the summer reading program.

#### **EVIDENCE:**

- Scope & Sequence for *Second Step*
- High Ability Learners Parent Notification Letter

- High Ability Learners Permission Form
- Monthly Elementary Assembly Slideshow
- *Read-at-Home Plan for Student Success*