

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:	Papillion LaVista Community Schools
County Dist. No.:	77-0027
School Name:	G. Stanley Hall Elementary
County District School Number:	77-0027-003
School Grade span:	K-6th Grade
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify)_Behavior___
School Principal Name:	Jamie Boyer
School Principal Email Address:	jboyer@paplv.org
School Mailing Address:	7600 S. 72nd Street LaVista, NE 68128
School Phone Number:	402-898-0455
Additional Authorized Contact Person (Optional):	Lisa Wood-Federal Programs Administrator
Email of Additional Contact Person:	lwood@paplv.org
Superintendent Name:	Dr. Andrew Rikli
Superintendent Email Address:	arikli@paplv.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
Amy Hurd Jamie Boyer Jen Noble Melissa Hansen Maranda Cohrs Erin Seretta Linda Lauber Kelsey Tunland Kelli Mathewson Jen Sauer Michaela Overby Aaron Milnes Kristie Johnson Makala Mejstrik	Parent Administrator Title 1 Facilitator Instructional Coach Title 1 Reading Recovery Librarian/Instructional Tech. Coach 1st grade Learning Center 2nd grade 4th grade kindergarten 5th grade 6th grade learning center

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 372	Average Class Size: 18.6	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 55.9 %	Hispanic: 19.6 %	Asian: 5.9 %
Black/African American: 8.9 %	American Indian/Alaskan Native: .5 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 9.1 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 53.2 %	English Learner: 7.8 %	Mobility: 19.8 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
MAP K-6th	
District Common Summative Assessments (CSAs)	

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	<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 instruction. Provide supporting documentation in the corresponding folder.</i></p>
<p>The district and school data are analyzed via multiple data sources. Data collected include MAP for HAL students, MAP tests for kindergarten through sixth grades, NSCAS data are collected in the areas of math, ELA, and science (5th grade) annually in grades determined at the State level; district common summative assessments (CSA's) for all content areas and attendance and mobility rates.</p> <p>Comprehensive Needs assessment data are collected, reviewed, and analyzed regularly and tracked over time as a function of the continuous improvement process (CIP) team to ensure proficient and advanced levels of achievement. Students that are not at district set targets are followed over time by scheduled running records and performance on district assessments. Students served through interventions are tracked. Interventions are adjusted on an ongoing basis. The district dashboard is used during professional learning community (PLC) and CIP conversations.</p> <p>G. Stanley Hall uses a schoolwide Problem Solving Team Procedure for identifying a student that needs intervention in an academic area or behavior. Students who are identified at Professional Learning Communities (PLC's) receive daily interventions and then continue to be monitored.</p> <p>The systemic process used by Papillion LaVista Community Schools (PLCS) is the Individual IDEAL Process (IIP). The IIP is a district-wide process that ensures each student in PLCS is receiving the support necessary to meet maximum potential through additional or modified classroom based actions, or through more intensive small group or individual interventions. (Identify, Describe, Evaluate, Act, Learn). The PLCS format allows for the opportunity to analyze data and make collaborative decisions for students.</p> <p>Multiple interventions based on best practices are used to provide additional assistance to meet the identified needs of at-risk students. Research based interventions at G. Stanley Hall Elementary are used. Reading Recovery is also a program that is utilized at G. Stanley Hall Elementary.</p> <p>Evidence to Support:</p> <ul style="list-style-type: none">*IIP Flow Chart*MAP Data PLC Agenda*MAP Data Groupings PLC*MAP data example*Dashboard Example*PAPLV G. Stanley Hall Fall Compilation Form 2019*Needs Assessment 20-21 Math*LA Needs Assessment 20-21*Fall comp no names	

*Spring comp no names

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.*

Parent/community input was gathered through three or more activities that identified the needs of the school. Parent and community needs are identified by using a Parent Climate Survey generated by the district. All parents will be surveyed in an electronic format in the spring of each year. This information is used to address concerns and building climate issues that impact student learning. At G. Stanley Hall, each grade level has implemented an event for parents that is math focused based on feedback from parents received on this survey.

In addition, the Reading Recovery teacher sends home a parent survey every year to parents of reading recovery students. This information is used to determine the effect Reading Recovery has on each child served in the program.

Climate surveys distributed to all staff in the spring, and data from those surveys will be reviewed by the CIP team in the fall.

Paraprofessionals complete a survey regarding the training they have received during the year. This survey is used to evaluate the effectiveness of the trainings and to plan for future training topics.

The G. Stanley Hall Parent/Student Compact is distributed each fall to parents to review with their child. The Compact describes activities parents and students will do to create a successful learning environment for the child. Teachers revisit the compact at fall conferences with individual parents. Student Council students have an opportunity to review and provide input to the compact. Parents are asked to review and provide input at the district Title I presentation. The Title I presentation describes to parents the opportunities available to children through the Title I program.

At G. Stanley Hall, our Positive Behavior Intervention and Supports (PBIS) team has a parent on the team. This parent serves as a member and helps to problem solve with behavior expectations, communication as well as other aspects. We also provide our students and parents with a survey regarding the aspects of our building PBIS program each Spring. We use these results to formulate action steps for our building goals.

- Evidence to Support:
- *GSH Parent Survey Results
 - *PBIS agenda & attendance
 - *PBIS Parent Survey Data
 - *GSH Teacher Survey Results
 - *GSH Staff Survey Results
 - *GSH 3-5 Survey Results
 - *GSH 6th Survey Results
 - *RR Parent Surveys

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 G. Stanley Hall Continuous Improvement Plan identifies specific strategies, resources and interventions to meet the school's goals and student needs. Building Goals for the 2019-2020 school year include: 1)To utilize

instructional practices that have a high degree of impact to improve student outcomes in both math and ELA, 2) to decrease the number of minor and major referrals from one year to the next, and 3) to decrease the average minutes of lost learning (buddy room, recovery room and time in the office) per grade level from September to May.

One of the strategies for improvement is professional learning community team meetings (PLC) every 10 days. At a PLC meeting, grade-level teachers, including special education teachers, and other specialists (Title I/Reading Recovery, instructional coach) meet to discuss student concerns, review data, and plan. If a teacher or team feels a student is in need of additional assistance, the Individual IDEAL Plan process will be initiated. Teachers document what strategies have been tried, what has been successful and to what extent, and brainstorm additional strategies. Student progress is monitored and evaluated. If adequate progress is not made, the teacher team may determine that other resources beyond the classroom level need to be considered. G. Stanley Hall teachers identify students in need of additional support in reading for participation in the summer school program.

The Continuous Improvement Team meets throughout the year to update building action plans. This is when additions are made to upcoming professional development that aligns with our building needs. The Continuous Improvement Team holds meetings where there is dialogue about disaggregated data. G. Stanley Hall Elementary Continuous Improvement team has a planning meeting in the summer to prepare for the upcoming year. Data is broken up and looked at to make goals for the upcoming year.

Evidence to Support:

- *19-20 GSH IDEAL Goal
- *PBIS agenda & attendance
- *PLC Year at a Glance
- *GSH Pre-Implementation Tier II

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.

Papillion La Vista Community Schools utilizes an Individualized IDEAL Plan (IIP Model). This model includes strategies to address the needs of all children in the school, but particularly those at risk of not meeting the challenging state academic standards and addresses how the school regularly monitors and revises the plan based on student needs. This model consists of three Tiers. Tier I is core instruction for 100% of the students; best practice, quality instruction. Tier II is the second level of the IIP. This level of supports is beyond classroom-based strategies and actions and includes use of evidence-based intervention. This includes systematic and quantifiable progress monitoring of the IDEAL and ambitious goals. Tier III continues the use of intensive interventions, with increased frequency/intensity, longer term progress monitoring, and/or potential for a referral to the multidisciplinary team for special education evaluation.

G. Stanley Hall holds grade level professional learning community (PLC) meetings. This method fosters collaborative learning among colleagues. These meetings are held once in a ten day cycle. During this time, a variety of topics are discussed such as: academics, behaviors, IIP paperwork, interventions, enrichment as well as other necessary discussions.

G. Stanley Hall Elementary offers additional strategies to address the needs of all children in the school. G. Stanley Hall Elementary participates in Reach For Success, a mentoring program for youth. G. Stanley Hall Elementary has an academic and behavioral problem solving team that work to address the needs of students who are at risk. The behavioral problem solving team meets every Thursday morning for half an hour. During this time, teacher referrals are discussed and Tier II and III student reviews are held.

Our academic problem solving team meets approximately every eight weeks following Tier Review (held during PLC). This team meets to discuss concerns brought up in teacher professional learning community meetings. The team discusses student data and collaborates to make decisions on how to best meet individual student needs of students.

G. Stanley Hall Elementary has a guidance program that offers additional opportunities for students that are at risk. Building universal screener data is used as a piece to help determine students for small groups with the counselor. The guidance counselor at G. Stanley Hall Elementary has held numerous groups this year to provide social and emotional assistance to students that need support services.

The PLCS offers many career and technical education program opportunities through the use of our High Ability Learners (HAL) Program. Some seminars offered are: robotics, future jobs, coding, and company start-up just to name a few. These opportunities are offered to HAL students in grades 3rd - 6th grade. These seminars help to equip our students with information to be successful in their future career endeavors.

Evidence to Support:

- *Reach for Success Welcome Letter
- *GSH Universal Screener Data
- *PLC Year at a Glance
- *Behavior Problem Solving Team
- *PBIS Overview
- *Tier II-III IIP Intervention Procedures
- *HAL Seminars
- *19-20 GSH Clubs

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>Papillion La Vista Community Schools follows Title I requirements for highly qualified paraprofessionals. Paraprofessionals are properly prepared and serve important roles in improving student achievement by reinforcing what classroom teachers are doing. All paraprofessional openings in Papillion La Vista Community Schools are posted as Highly Qualified paraprofessional positions. Paraprofessionals must take the state approved test. To meet the requirements, the scores from the posttests for Assisting in Reading Instruction, Assisting in Written Language Skills, Assisting in Fundamental Mathematics Skills and the Content Skills Assessment are totaled and the aggregate score is compared with the overall mean cutoff score.</p> <p>At G. Stanley Hall Elementary, paraprofessionals have an introductory training focused on student needs. Paraprofessionals are paid for a back to school event where they have a district wide meeting that focuses on student needs. In October of 2019, paraprofessionals at G. Stanley Hall Elementary also had the opportunity to receive additional training on trauma. On November 1, 2019 and February 7, 2020, elementary paras in PLCS</p>	

had a half day training based on sessions they signed up for in which would be most beneficial and applicable to their position.

There is specific on-going paraprofessional training that focuses on student needs. Paraprofessionals at G. Stanley Hall Elementary receive ongoing trainings each month. These trainings are mandatory for all paraprofessionals.

Evidence to Support:

- *Fall 2019 Para Conference
- *Project Para Documentation
- *Procedures for Hiring Paraprofessionals 2020
- *19-20 Para Meetings

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
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The Papillion La Vista Community Schools utilizes a variety of methods to ensure that ongoing professional development occurs for the entire school community. All buildings in Papillion La Vista Community Schools have a New Staff Induction Program. The program is designed to provide personal and professional guidance that is differentiated and balanced for all new staff members in an enriched collaborative environment. The goals of the program are to ensure a smooth transition of new staff so students have the best classroom experience possible, enhance retention of new and current staff, provide professional growth opportunities, and clarify the roles and responsibilities of current staff as new staff are being brought in.

Professional development also occurs through a variety of other methods. During staff meetings and on staff development days, best practice instruction is studied through whole group and small group sessions, led by the instructional coach, technology coach, media specialist, EL teacher, Title I teacher, Title I Facilitator, and school counselor. Some topics include Marzano instructional elements, text dependent analysis, close reading, vocabulary instruction, technology integration and development of conceptual understanding in math. The district also offers a number of classes teachers can take to enhance their professional development. These classes can be taken for college credit, if desired, and include a wide variety of topics in Literacy, math and Special Education.

The coaching team at G. Stanley Hall which includes the building principal, Title I Facilitator, instructional coach, and instructional technology coach, all participated in professional development with the Marzano Research Institute. These individuals were able to work one-on-one with a Marzano Trainer to help the Marzano Feedback visits to be more consistent and precise. This team has continued to work together to strengthen coaching for certified staff within the building. Another coaching strategy implemented during the 19-20 school year was student-centered coaching. This is a highly-effective, evidence-based coaching model that shifts the focus from "fixing" teachers to collaborating with them to design instruction that targets student outcomes.

Furthermore, our daily instruction is improved through the use of grade level Professional Learning Communities, which meet once every 10 days. The Instructional, Technology, and Behavior Coaches provide

comprehensive coaching to individual teachers, which includes consulting, modeling, co-planning, and observing with feedback. Implementation of each teacher’s classroom goals are based upon our school improvement plan. All teachers participate in instructional rounds, which are facilitated by members of our Continuous Improvement Process team. The intention of rounds is to observe and learn from peers.

Additional professional development opportunities include instructional planning days. These planning sessions with each grade level are with the Instructional Coach to plan for use of Proficiency Scale Units in the classroom.

Another aspect of professional development that is offered to our kindergarten and first grade teachers is Teacher-Child Interaction Training (TCIT). All K-1 teachers attended a refresher on 2/27/20. Brand new TCIT teachers also had additional trainings on: 8/29/19, 12/11/19, and 1/24/20. These teachers also received weekly coaching during the first semester and quarterly coaching for second semester . All other TCIT teachers received quarterly coaching during both semesters.

Paraprofessional training is also an aspect of G. Stanley Hall's professional development plan. Paraprofessionals receive training in all aspects of our curriculum and school-wide behavior policies on a regular basis. These meetings are led by the Principal, Title I Facilitator, Instructional Coach, and special education staff.

Evidence to Support:

- *GSH Staff Development Plan 2019-2020
- *New Teacher Bootcamp 19-20
- *19-20 Para Meetings
- *Instructional Rounds Winter 2020
- *Student-Centered Coaching
- *Marzano Fillable Form
- *IDEAL Classroom Goal Action Plan
- *PLC Year at a Glance
- *2019 Bootcamp Agenda
- *Reading & Writing Workshop
- *TCIT Presentation Handout
- *Para Smart Skills Training
- *Certified Smart Skills Training

5. Strategies to increase parental and family engagement

5.1

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.

Parents and community members have multiple opportunities to be actively involved in the development and implementation of the school-wide plan at G. Stanley Hall Elementary.

G. Stanley Hall recognizes and encourages the importance of parent input with regards to the education of their children. An annual meeting is held to inform parents about the Title I program and implementation at the school. At this meeting, the compact and Parent Involvement Policy are reviewed. Input is sought and any changes to the compact or policy are discussed and made if necessary.

The Partnership Plan/Compact is an important part of the home-school communication and connection at G. Stanley Hall. Parents are given a copy of the plan/compact to sign at enrollment and are given electronic access to the Parent Handbook. Parent compacts are reviewed often to ensure that all parties are fulfilling their roles and responsibilities.

G. Stanley Hall has developed a Parent & Family Engagement Policy. This policy details the means of communication between home and school. The policy clearly demonstrates the opportunities for parent involvement at G. Stanley Hall.

Student-led Parent and Teacher Conferences are held twice a year at G. Stanley Hall. Students are able to share with their families their learning and together (with parents and teachers) can create learning goals for the remainder of the school year. At conferences, parents, classroom teachers, Title I teacher, other specialists, coaches, and students join in sharing information about student learning and educational goals. Each year, in the Parent Newsletter, information is given to parents about the Title I program at G. Stanley Hall. The parent is notified when the child is entered into and exited out of the Title I pull-out program. They are also given progress updates at conferences.

G. Stanley Hall provides many opportunities for parent and family engagement in learning. We begin our school year with an Open House. Parents and students meet the staff and view the building. Questions about the upcoming school year are asked and answered at this activity. G. Stanley Hall provides an opportunity for students to learn about the upcoming school year in our annual Bump-Up Day. This activity is held close to the end of the current school year. Students learn about the upcoming school year and next grade level by visiting a possible future classroom. Classroom teachers discuss the curriculum and provide activities for children to do together to prepare the students for the next year's curriculum.

Another way "dads" (men) of great students can get involved is with our WATCHDogs Program. This gives male role-model figures opportunities to be in our building throughout an entire school day. They are able to participate in morning, lunch and after school duties and spend time in various classrooms throughout a typical school day. The classroom time includes time in their child's classroom as well. This has been a great success both for the "dads" and all students as well.

G. Stanley Hall teachers also plan at least one parent activity for their grade level. Some grade levels have planned an event during the day, others are before or after school or at night. Most times were set based on parent feedback regarding their ability to attend.

WatchDogs

Evidence to Support:

- *Open House 19-20
- *GSH Compact 19-20
- *18-19 GSH Parent Feedback
- *GSH Family Night Post
- *18-19 District Sign In
- *1st Parent Event Sign In
- *3rd Math Event Flyer
- *3rd Parent Event Sign In
- *4th Parent Math Event Flyer 2020
- *5th Parent Event Sign In
- *6th Parent Event Flier
- *Feedback Sheet for Compacts & Parent Engagement Policies

*District Event Agenda	
5.2	<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>Parental input and support are very important to the success of the school wide program at G. Stanley Hall Elementary. In order to more fully involve parents in the education of their students, G. Stanley Hall has developed a Parent and Family Engagement Policy.</p> <p>Initially, the plan was developed with input from our parents at our parent meeting. Annually, the plan is reviewed and updates made as necessary at these meetings. At G. Stanley Hall, the annual parent meeting is held during our schoolwide Title I night. These meetings are typically held in the evening, so that parents may attend. Parents are given a copy of the policy to review. Comments and questions are encouraged and changes are made to the policy, if necessary. The policy is sent home with the school compact to all families at the beginning of the year.</p> <p>The parent policy outlines the means of communication between school and home with regards to the following: parent participation opportunities (i.e. Home Visits and Parent-Teacher Conferences), provisions to communicate academic and curriculum information (i.e. newsletters-school and classroom, conferences, standardized test results, report cards), assistance and materials provided for parents relating to student achievement (i.e. reading and math take home activities), and methods of communication with parents (i.e. translators).</p> <p>Additionally, at the same annual parent meeting, our school wide compact is reviewed and updated, if necessary, to ensure that all responsible parties continue to make student achievement a priority.</p> <p>Evidence to Support:</p> <ul style="list-style-type: none"> *19-20 GSH Title 1 Parent and Family Engagement Policy *Feedback Sheet for Compacts & Parent Engagement Policies *18-19 Parent Feedback
5.3	<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>G. Stanley Hall Elementary values the input and participation of our families. Annually, we have a Title I Parent Meeting. Beginning in the 2018-2019 school year, we altered the format of our Title I Event to make it for all five Title buildings in the district. At this meeting, the Title I program and its implementation are explained to the parents. Parents provide input about our compact and involvement policies as well as ask questions regarding the implementation of the school wide program at each specific building. We also provide families with a speaker related to the interests of the families.</p> <p>In addition to the annual parent meeting, G. Stanley Hall encourages parents to attend Reading Recovery lessons for children receiving this service as well as to attend behind-the-glass sessions. Reading Recovery is a reading intervention offered at G. Stanley Hall to first graders. Some first graders are taught lessons at an alternate location and parents are encouraged to attend these evening sessions.</p> <p>Every grade level at G. Stanley Hall also hosts a grade level event geared towards math. The reason for this focus was based on parent climate survey data indicating families need for additional support at home in the area of math. Math is also a building wide goal in our IDEAL Goal action plan.</p>

Many teachers participate in communication with home through the use of the SeeSaw application. Teachers video, record, or take pictures of students engaged in learning activities throughout the day and make these clips available to parents through the use of this technology. Parents have the opportunity to “see” their child as an active participant in learning.

G. Stanley Hall participates in the JumpStart program. This program is designed to provide extended learning opportunities to at-risk students that are entering kindergarten. An important component to the success of this program is the Home Visit. During a Home Visit, teachers and parents take time to learn about one another and to celebrate the learning and success of the children. The visit takes place at the home of the child’s parents or caregivers, providing a comfortable setting in which conversations about academic needs (as well as other needs) can take place. Teachers provide instruction and materials to parents at these visits to further the educational opportunities of these students. G. Stanley Hall is very enthusiastic about the success of this program and the subsequent engagement of families through this contact.

To ensure access is granted to all students, translators are provided for these activities as necessary.

Evidence to Support:

- *Feedback Sheet for Compacts & Parent Engagement Policies
- *Jump Start
- *Kindergarten Parent Event Sign In
- *RR pic
- *RR 2
- *District Event Agenda
- *18-19 District Sign In
- *18-19 Parent Feedback
- *1st Parent Event Sign In
- *3rd Math Event Flyer
- *3rd Parent Event Sign In
- *4th Parent Math Event Flyer 2020
- *5th Parent Event Sign In
- *6th Parent Event Flier
- *Behind the Glass Photo
- *18-19 District Sign In

6. Transition Plan

6.1

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). Provide supporting documentation in the corresponding folder.

A key transition for students who do not have an IEP that are entering kindergarten is a component of the district Jump Start to Kindergarten Program that is offered at each of the District's five Title I schools. Students are recruited beginning in the spring prior to their kindergarten year to attend Jump Start. Students who meet at risk criteria are provided a 3 week wrap around pre-kindergarten experience. Every effort is made to have the kindergarten teachers be the teachers in Jump Start but if not, staff from the school are the teachers and paraprofessionals. There is a parent day at school to include parents in what is happening with their child academically and socially, provide strategies and support for being engaged with their child and begin developing the home school environment. A home visit is a required component of the Jump Start program.

For students involved in the Jump Start Program, the transition to kindergarten has been very successful for the student, parents and teachers.

G. Stanley Elementary School and Papillion La Vista Community Schools use various resources to assist and support children and students as they transition from one educational experience to another. The transition plan includes many contacts and activities for students, parents, and school personnel. There is a process which includes interpreters, visitations, and numerous contacts between the child, parent, and school service providers. In addition, interpreters, visitations, and other resources are involved with new student orientation. Preschoolers on an IEP will follow a Transition Timeline to ensure a smooth transition from preschool to kindergarten. The G. Stanley Hall transition plan provides accommodations for parents and children based on cultural differences as they arise.

Kindergarten Roundup is held in the spring to transition preschoolers into the Kindergarten classroom. The preschoolers and their families spend time and familiarize themselves with the Kindergarten teachers and support staff. In addition, parents become familiar with teacher expectations as well as building procedures for a full day schedule. In addition, Open House and classroom newsletters allow the dissemination of information from classrooms and grade levels to families. It is common practice for administrators and the school improvement team to evaluate Open House attendance and make adjustments to help increase numbers as needed.

The G. Stanley Hall English Language teacher is a strong link between school and home for our culturally diverse families. She may go into homes to do an environmental Home Language Survey. She arranges for interpreters for families who may need assistance completing school registration paperwork. She also arranges interpreters for school meetings, conferences or any other school function. She facilitates the evaluation and assessment of students as they enter into a new educational experience.

Evidence to support:

- *Jump Start
- *Kindergarten Round Up
- *Transition From PS to K

6.2

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). Provide supporting documentation in the corresponding folder.

G. Stanley Hall Elementary School and Papillion-La Vista Community Schools use various resources to assist and support children and students as they transition from one educational experience to another. The transition plan includes many contacts and activities for students, parents and school personnel. There is a defined written process which includes interpreters, visitations, and numerous contacts between the child, parent, and school service providers. In addition, interpreters, visitations and other resources are involved with new student orientation. The G. Stanley Hall transition plan provides accommodations for parents and children based on educational and cultural differences as needs arise. The G. Stanley Hall Special Education Team provides multiple and varied contacts as well as visitations for special education students entering kindergarten or moving onto the Middle School.

The transition process includes case manager, related service providers, preschool/grade level teachers, counselors, administrators, and interpreters. The Elementary Special Services Supervisor is involved in the transition process for students with more involved needs. Observations, visitations, and transition/IEP meetings are all held in order to make the transition process smooth for students, parents, and staff members.

Several transition plans are in place to help transition 6th graders as they move from one educational experience to the next. Some transition activities currently in place include: guidance lessons during second semester of 6th grade, Middle School Parent Night, Middle School presentation at each elementary building, and Middle School Visitation for 6th graders. These events help facilitate the transition by familiarizing new students and family members with the school, staff, and school programs. Activities allow for the dissemination of information from classrooms and grade levels to families. It is common practice for administrators, Continuous Improvement Team and involved parties at affected levels to evaluate and determine effectiveness of transition plans and activities.

Evidence to Support:

- *6th Grade Parent Night
- *6th Transition Guidance Lessons
- *6th Grade Transition Powerpoint
- *7th Grade Handbook 2020.2021

7. Strategies to address areas of need

7.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.

G. Stanley Hall participated in a Kindergarten Jump Start Program. This is a program for incoming kindergarten students and takes place for the three weeks prior to the start of the school year. The purpose of the program is to offer students a “Jump Start” into the school year by providing them with reading, writing and social opportunities prior to the start of school. Selected students are eligible for free transportation, free breakfast/lunch and free child care through Kids Club. Jump Start teachers make a home visit during the program to help develop relationships with families. Kindergarten through 2nd grade classroom teachers continue to facilitate these relationships by making additional home visits each semester.

Our Summer School Program is designed to be an intervention that will help students improve and maintain their reading level through the summer months. Many students were enrolled in summer school from across the district. The program runs four days a week for seven weeks with breakfast and lunch being provided.

In partnership with the LaVista Police, the D.A.R.E. Program is offered to our 6th grade students. Some topics discussed are drugs, alcohol, smoking and peer pressure. This is a 10 week program culminating with a graduation and celebratory trip to the circus.

Each grade level goes on a curriculum based field trip. These field trips are sponsored by the PTO and some are paid through community grants.

The Rose Theater provides extended learning opportunities for many of our grade levels through subject specific performances. Many of these performances are student involved and interactive.

The Reading Recovery Program has monthly On-going Professional Development. Each month 2 teachers bring students and teach a lesson. Some of the meetings are after school hours affording the child additional quality reading lessons. Teachers receive feedback on the lesson giving them the chance to improve their teaching in future lessons. Parents are given the opportunity to attend teaching sessions and observe a trained professional working with their student in this intervention.

G. Stanley Hall Kindergarten through Second Grade takes part in a take-home reading program. Each student is given a bag and a book at their independent reading level. Students take the book home, read it with a family member, and bring the book back to school to receive a new book. Parents are encouraged to listen to their child read and sign a form indicating they read with their child.

HAL Seminars are available for high-ability learners to extend learning in an area of their interest.

Evidence to Support:

- *Jump Start
- *Field Trips 19-20
- *Rose Theater
- *Reading Recovery Calendar 19-20
- *Summer Prgram 2019 Spanish
- *Summer School 2019
- *HAL Seminars

8. Coordination & integration of Federal, State and local services & programs

8.1

Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.

The Title I schools benefit from multiple local, state and federal funding sources. When planning services for students, families and staff in our Title I buildings, all funding sources are utilized to maximize the impact. General/local fund dollars are allocated to buildings on a per pupil basis. In addition, there is a weighted factor for assigning funds and staff for Title I schools. Title I schools are allocated building level Title I funds for specific building needs and staffing. Title I funds provide additional programs such as Reading Recovery. Learning Community and Poverty funds are utilized to provide a Jump Start to Kindergarten program which is only offered at Title I schools. The School Climate Transformation Grant provides support in the area of social and emotional development. The PLCS Foundation provides for district level opportunities such as the Art Grant K-6 to have encounters with the Rose Theater as well as teacher level grants. Title I principals and teachers develop their school improvement action plan, based on data and as a team we identify which funding sources can be maximized to meet the goals. Another source of financial support is through the individual building Parent Teacher Organizations (PTO). They provide funding for the food at the district level Title 1 Night.

Evidence to Support:

- *19-20 GSH IDEAL Goal Budget
- *Proposed Tile Allocations and Expenditures 2019
- *Title I Staffing Expenditures
- *2019-2020 Teacher Grant Application V2