

# Title I Schoolwide Plan Cover Page

District Name:	Papillion La Vista Community Schools
School Name:	Carriage Hill Elementary
County-District-School Number: XX-XXXX-XXX	77-0027-000
Grades <b>Served</b> with Title I-A Funds: (PK is rarely served)	K-6
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Seth Hiveley
School Principal Email Address:	Seth.Hiveley@plcschools.org
School Mailing Address:	400 Cedardale Road Papillion, NE 68046
School Phone Number:	402-898-0449
Additional Authorized Contact Person (Optional):	Megan Schumacher
Email of Additional Contact Person:	Megan.Schumacher@plcschools.org
Superintendent Name:	Andrew Rikli
Superintendent Email Address:	andrew.rikli@plcschool.org

**Date Reviewed:** May 2023

Submit Cover Page to ([rhonda.wredt@nebraska.gov](mailto:rhonda.wredt@nebraska.gov)), at NDE Federal Programs Office by May 1<sup>st</sup>.

The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	X Yes <input type="checkbox"/> No
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<u>Names of Planning Team</u> <i>(include staff, <b>parents</b> &amp; at least <b>one student if Secondary School</b>)</i>  <u>Seth Hiveley</u> <u>Megan Schumacher</u> <u>Jamie Reed</u> <u>Megan Calfee</u> <u>Marisa Wills</u> <u>Jim Chaney</u> <u>Jennifer Drey</u> <u>Ashlee Isham</u> <hr style="width: 10%; margin: 0 auto;"/>	<u>Titles of those on Planning Team</u>  <u>Administrator</u> <u>Administrator</u> <u>Instructional Coach</u> <u>Title I Reading Teacher</u> <u>Title I Reading Teacher</u> <u>Guidance Counselor</u> <u>School Psychologist</u> <u>Parent</u>
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**School Information**  
*(As of the last Friday in September)*

Enrollment: 347	Average Class Size: 18.26	Number of Certified Instruction Staff: 19
<b>Race and Ethnicity Percentages</b>		
White: 71.2%	Hispanic: 11.2%	Asian: 1.7%
Black/African American: 4.6%	American Indian/Alaskan Native: 0/0%	
Native Hawaiian or Other Pacific Islander: 0.0 %		Two or More Races: 11.2%
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 42.94 %	English Learner: 5.76%	Mobility: 4.03 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
District Common Summative Assessments (CSA's)	
NSCAS	
MAP K-6	

*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>Both the district data and the school data are analyzed via multiple data sources. The data that is collected and analyzed includes HAL students, MAP scores for Kindergarten through 6th grade students, district common summative assessments (CSA's) for all content areas, attendance, mobility rates, and NSCAS data in the areas of math, reading, and science (science is only applicable to 5th grade students) annually, in grades determined at the State level.</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 tracked over time by scheduled running records and performance on district assessments. Students served through interventions are tracked. Interventions are adjusted on an ongoing basis. Building dashboards for both academic and behavior performance are used during Professional Learning Community (PLC) and CIP conversations.</p> <p>Carriage Hill Elementary uses a schoolwide Problem Solving Team Procedure, through the MTSS (Multi-tiered Systems of Support) process for identifying students that need an intervention either academically or behaviorally. Students who are identified during Professional Learning Community (PLC) meetings, receive interventions and are monitored henceforth. Adjustments to the interventions are made as needed through PLC's and/or through the MTSS team.</p> <p>The process used during PLC's is the Individual IDEAL Process (IIP). The IIP is a district-wide process that ensures each student in Papillion La Vista Community Schools is receiving the support necessary to meet their maximum potential through additional or modified classroom based actions, through intensive small group instruction or individual interventions (Identify, Describe, Evaluate, Act, Learn). The PLC format allows for the opportunity to analyze data and make collaborative decisions for students.</p> <p>During the 2019-2020 school year, as stated in LB 1081 the Nebraska Reading Improvement Act, students in K-3 who are not reading at grade level are identified for an Individual Reading Improvement Plan (IRIP). The measure that is used by the Papillion LaVista Community Schools is</p>	

NWEA MAP. Within this measure each grade level has a threshold score for the Fall, Winter, and Spring terms. Students who fall at or below the threshold are identified and placed on an IRIP. The IRIP plan includes a supplemental reading intervention program until the student is no longer identified as having a reading deficiency. Parents are notified after each MAP term if their students are starting, continuing, or exiting the IRIP process. Students who score below the threshold in the Winter term are also invited to attend the district’s summer school program. Additionally the program OTUS, an educational technology program, is used to track IRIP goals, attendance and student progress.

Multiple interventions based on best practices are used to provide additional assistance to meet the identified needs of at-risk students. Research based interventions as well as a Reading Recovery program is also utilized at Carriage Hill Elementary.

Evidence to Support:

- OTUS screenshot
- IRIP template
- MAP building data screenshot
- Building data dashboard screenshot
- Elementary decision-making rubric for Behavior
- K-6 Academic decision-making rubric
- IIP flowchart
- SWISS data screenshot
- MTSSB Intervention Tier Chart

1.2	<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>
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Parent & community input was gathered through three or more activities that identified the needs of the school. Parent and community needs are identified through a district generated Parent Opinion Survey. Parents will be surveyed in an electronic format in the spring each year. This information is used to address concerns and building climate issues that impact student learning.

Additionally, the Reading Recovery teacher sends home a parent survey each year to parents/guardians of Reading Recovery students. This information is used to determine the effect Reading Recovery has on each child served in the program.

Climate surveys are distributed to all parents, staff, and students in grades 3-6, and data from each of those surveys is reviewed by the leadership and CIP team. The building leadership team also discusses action steps to help progress forward (future professional development, initiatives to implement, focus areas, etc.)

Parents and/or guardians of students in the Jump Start program turn in a survey that identifies their evaluation of the program. Survey results are sent to our Director of Federal Programs, and then are

sent to the building administrator. The building results are discussed as a team at the building level and as well at the district level.

The Carriage Hill Elementary School/Parent/Student Compact is distributed each fall to parents to review with their child. The compact outlines activities that teachers, parents, and students will do to create a successful learning environment partnership. Teachers review the compact each year at fall conferences with parents. Parents are asked to review and provide input regarding the compact at an annual parent meeting. The Title I parent meeting describes opportunities afforded to children through the Title I program. This time provides parents time to give feedback regarding the program.

Parent representation on the Positive Behavior Interventions and Supports (PBIS) team provides continued support and input at each of the PBIS meetings. The parent is an active member on the team that assists the schoolwide team in making decisions based on action plans. The data collected through our Tiered-Fidelity Inventory (TFI) & Self-Assessment Surveys (SAS) are brought to the PBIS team and action plans are developed to increase the percentage of "In Place" and "Low Priority" categories for the building.

Evidence to Support:

- Jump Start home visit Survey English
- Jump Start home visit Survey Spanish
- Reading Recovery Parent Questionnaire
- Title I CH Parent Compact
- CH 3rd-6th, Staff, Teacher, Parent Surveys
- CH PBiS team meeting minutes and agenda
- CH Self-Assessment Survey PBIS

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 Carriage Hill Elementary Continuous Improvement Plan identifies specific strategies, resources and interventions to meet the school's goals and student needs. Our building goal for the 2022-2023 school year is:

ALL students, especially those in the 20th-40th percentile range on MAP, will meet their projected growth as measured by the winter and spring MAP assessments in the area of English Language Arts (ELA). We continue to collect and analyze PBIS SWIS data in an effort to lower the number of major office referrals from year to year.

One of the strategies being utilized for improvement is professional learning community team meetings (PLC) which are held every 10 school calendar days. At a PLC meeting, grade-level teachers, special education teachers, and other specialists (Title 1/Reading Recovery, Instructional Coach, Principal, Title I Assistant Administrator, etc.) 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 (IIP Model) will be initiated. Teachers document what strategies have been tried, what has been successful, and brainstorm additional strategies. Student progress is monitored and evaluated. If adequate progress is not made, the team may determine that other resources beyond the

classroom need to be considered. When multiple interventions have been tried, the MTSS team will meet to discuss Tier II - Tier III needs. The district offers a variety of evidence based interventions to support students in need of additional academic support.

The Continuous Improvement team meets throughout the year to update action plans. Throughout this process additions are made to upcoming professional development as it aligns to the building needs. The Continuous Improvement team holds meetings where there is dialogue about disaggregated data. The Carriage Hill Elementary Continuous Improvement team utilizes summer planning to prepare for the upcoming year. Data is broken down, and the team identifies areas of growth, and teachers input is gauged to create goals for the upcoming year.

Evidence to Support:

- CH IDEAL Goals & CIP Rubrics 2022-2023
- CH PLC Agenda
- CIP Agenda
- ELA Skill Supports & Interventions
- K-6 Academic Decision Making Rubric

2. Schoolwide reform strategies

2.1	<p><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></p>
<p>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. The IDEAL Plan (IIP Model) addresses how the school regularly monitors and revises the plan based on student needs and consists of three tiers. Tier I is core instruction for 100% of the students; best instructional practices and high quality instruction. Tier II analyzes the supports being utilized beyond classroom-based strategies and actions which includes the use of evidence-based intervention. Evidence-based interventions include systematic and quantifiable progress monitoring of the IDEAL goals. If students are not making adequate progress at Tier II, the team may initiate the Multi Tiered System of Support (MTSS) process. This continues the use of interventions, with increased intensity/frequency/duration, longer progress monitoring, and/or the potential for a referral to the multidisciplinary team for special education evaluation.</p> <p>Carriage Hill Elementary has both an MTSS-A (academic) team and a MTSS-B (behavior) team. These teams meet to discuss academic and behavior data acquired from classroom teachers and other support staff. The team reconvenes a minimum of every 4-6 weeks to discuss progress of interventions and/or next steps for Tier III support. The team discusses student data and collaborates to make decisions on what is best for students.</p> <p>Carriage Hill has a Family Support weekly team meeting that works to address the needs of students &amp; families as well. This team includes: the Principal, Title I Assistant Administrator, Counselor, and Social Worker. Some data points discussed are: health concerns, attendance and tardy concerns, abuse/neglect referrals, connections services (Project Harmony therapists), student and family concerns, behavioral updates, and data review; these teams meet weekly.</p>	

Carriage Hill holds grade level professional learning community (PLC) meetings. This method fosters collaborative learning among colleagues. These meetings are held once in a 10 day cycle. During this time, a variety of topics are discussed such as: academics, behaviors, IIP paperwork, interventions, enrichment, testing results and any other conversation necessary as it pertains to students and the school setting.

Carriage Hill Elementary offers additional strategies to address the needs of all children in the school. Carriage Hill Elementary participates in Reach For Success, a mentoring program for youth. Students that are more at risk are chosen to be a part of this outside the school day program. Currently, we have 10 mentors and 10 students who are a part of this program.

Carriage Hill Elementary has extra curricular clubs that are offered outside of the normal school hours to provide extended learning opportunities for students. Some of the clubs include: Art Club, Yearbook, and Community Club.

Carriage Hill Elementary has a guidance program that offers additional opportunities for students that are at risk. Parent referrals and data reviews give insight into who is placed into various types of small group or individual counseling groups. The guidance counselor and school psychologist at Carriage Hill Elementary have held numerous groups this year to provide social and emotional assistance to students that need support services. Other data sources such as: Universal Screener data, Health/Attendance, Health office visits, parent referrals, etc. are also used. These data sources are utilized to see what additional needs students have for counseling in the school setting.

Evidence to Support:

- Reach for Success Mentoring Program Parent Letter
- Blank Connections Referral Form
- Tier II Team Procedure
- PLC Year at a Glance
- HAL Seminars
- Tier III IIP Intervention Process
- CH Academic Data Dashboard screenshot
- PBiS Overview
- CH Extracurricular Clubs 2022-2023 (Art, Yearbook & Community Club Parent Letters)
- Papillion La Vista Special Education Elementary Continuum

3. High quality and ongoing professional development

3.1	<p><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>
<p>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 hired. Certified staff are required to complete 7 hours of individualized</p>	

professional development at their own pace throughout the school year. The Papillion La Vista Community Schools offers a variety of choices for staff to select from.

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 principal, Instructional Coach, Title I Assistant Administrator, school librarian, EL teacher, Title I teachers, school counselor, and classroom teachers. Some topics include Marzano instructional elements, math look fors, team building, engagement strategies, and unit planning.

Furthermore, our daily instruction is improved through the use of grade level Professional Learning Communities (PLC), which meet once every 10 days. The Principal, Instructional Coach, Title I Assistant Administrator, and Behavior Coaches provide coaching to individual teachers, which includes consulting, modeling, co-planning, and observing with feedback.

Lesson studies focused on engagement/grouping strategies, Marzano instructional elements, math instruction, and the use of the MAP Learning Continuum to guide instruction are focused this year. Implementation of each teacher's classroom goals are based upon our school improvement plan.

TCIT (Teacher Child Interaction Training) continues to be a focus of professional development in kindergarten and first grade. All Kindergarten through first grade teachers attend a refresher session, additionally all staff receive training & continuous coaching from our Behavior Coach. The implementation of TCIT strategies and language is an integral part of our commitment to the success of all children.

Paraprofessional training is also an aspect of Carriage Hill's professional development plan. Paraprofessionals receive training in all aspects of our curriculum and school-wide behavior policies on a regular basis. These trainings focus on building needs for the current year. These meetings are led by the Principal, Title I Assistant Administrator, Instructional Coach, district Behavior Coaches, Special Education staff and other district leaders.

Evidence to support:

- New teacher boot camp agenda 2022
- IDEAL classroom goal action plan template
- CH Staff Development Plan 2022-2023
- CH IDEAL Goals
- CH Para Meetings Overview
- TCIT Presentation Handout
- Elementary Paraprofessional Development Plan
- District Professional Development Flyer

#### 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>
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Parents and community members have multiple opportunities to be actively involved in the development and implementation of the school-wide plan at Carriage Hill Elementary. Carriage Hill 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. Feedback was collected from each individual on a document included in the evidence. Staff, parents and family members could provide feedback on the compact and the engagement policy. The school team collected the feedback sheets and discussed any changes or questions that would be addressed.

The School/Parent/Child Compact is an important part of the home-school communication and connection at Carriage Hill. Parents are given a copy of the compact to sign at enrollment and are given electronic access to the Parent Handbook. Parent compacts are reviewed during parent teacher conferences to ensure that all parties are fulfilling their roles and responsibilities.

Carriage Hill has developed a Parent Involvement Policy. This policy details the means of communication between home and school. The policy clearly outlines or communicates the opportunities for parent involvement at Carriage Hill Elementary. Parent and Teacher Conferences are held twice a year at Carriage Hill. 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, a Title I teacher, 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 Carriage Hill. 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.

Carriage Hill provides many opportunities for parent and family engagement in learning. We begin our school year with an open house night. Parents and students meet the staff and view the building and meet their teacher. Questions about the upcoming school year are asked and answered at this activity. In addition each grade level holds a curriculum event for parents to join and participate in throughout the school year.

Evidence to Support:

- District Title I sign in 21-22
- CH Title I Parent and Family Member Engagement Policy
- District Family Night Agenda
- Title I Parent Mtg Feedback
- Student Teacher and Parent Partnership Compact
- Sign-in for Curriculum events (5th, 6th, 2nd grades)
- Teacher - Parent Communication Plan 22-23

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>
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Parental input and support are very important to the success of the school wide program at Carriage Hill Elementary. In order to more fully involve parents in the education of their students, Carriage Hill Elementary has developed a Parent and Family Engagement Policy.

Initially, the plan was developed with input from our parents at our Title I meeting. Annually, the plan is reviewed and updates made as necessary at these meetings. The annual parent

meeting is held in the spring in which all five Title I buildings share the event now. At this meeting staff, family members, and students are provided with the Title I Parent and Family Engagement Policy. 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.

The parent policy outlines the means of communication between school and home with regards to the following: parent participation opportunities (i.e. Home Visits, 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).

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.

Evidence to Support:

-CH District Title I Sign in 21-22

-District Event agenda 2022

-2022-2023 Title I Parent and Family Member Engagement Policy

4.3

*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.*

Annually, we have a Title I Parent Meeting. Beginning in the 2018-2019 school year, the format of this Title I event was altered to create inclusivity for all five elementary Title I buildings in the district. At this meeting, the Title I program and its implementation are explained to the parents. Translators are on sight for families that need this. Parents provide input about our compact and involvement policies as well as have opportunities to 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. The speaker selection is based on the concept/theme of "overcoming challenges". Last year's speaker presented on "Positive Parent Child Interaction Training". This year's presentation will be done by our district Mental Health Liaison, Dr. Deb Anderson.

In addition to the annual parent meeting, Carriage Hill Elementary 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 Carriage Hill Elementary to first graders. Some first graders are taught lessons at an alternate location and parents are encouraged to attend these sessions. In addition to this, Title I teachers also attend student-teacher conferences to share academic information about students involved in their program. Interpreters are always available and utilized to ensure that communication is clear and consistent from home to school.

Carriage Hill Elementary participates in the Jump Start program for students entering Kindergarten. Jump Start is designed to provide extended learning opportunities to at-risk students. An important component to the success of this program are home visits. 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. Home Visits are continued through their 3rd grade year. Carriage Hill Elementary is very enthusiastic about the success of this program and the subsequent engagement of families through this contact.

Each grade level at Carriage Hill Elementary hosts a curriculum event and parents are invited to attend and learn more about their child's education. Each one of these curricular events allows parents and/or guardians to be actively involved during the event. These family engagement activities are scheduled at various times to accommodate parents/guardians and conveys the importance of our home and school connection.

Evidence to Support:

- 21-22 district sign in
- Title I Flyer
- District Family Night Agenda
- Feedback Sheets for Compacts and Parent Engagement Policies
- Sign-in for Curriculum events (5th, 6th, 2nd grades)

## 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>
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Kindergarten Round-Up is held each 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. Parents become familiar with teacher expectations as well as building procedures for a full day schedule. In addition, open house and curriculum nights allow the dissemination of information.

Carriage Hill also offers Jump Start as an opportunity for the students who meet at-risk criteria. They are provided a 3-week kindergarten experience prior to the start of the school year, with a low teacher-student ratio. Parents are invited to spend a day at Jump Start with their students to better understand what school looks like and what they can do to support their child. Home visits are conducted for Jump Start students during the 3-week period and are provided once a semester through the 3rd grade. Interpreters are provided as needed. A parent survey is completed at the culmination of Jump Start.

All preschoolers on an IEP receive an individual transition meeting prior to the start of kindergarten that includes their preschool and kindergarten team members.

Carriage Hill has an AM and PM preschool program that is in the building. This offers students the ability to be a part of the school setting, and the preschool students are involved in various activities going on in the building. They participate in our building wide behavioral

expectations and participate in our SEL Buddy program where they are paired with a 4th grade classroom.

The Carriage Hill Elementary English Language (EL) teachers serve as a strong link between school and home between our culturally diverse families. They arrange interpreters for families that may need assistance during completing school registration paperwork, school meetings or conferences, or any other school function. They facilitate the evaluation and assessment of students as they enter into a new educational experience. The Carriage Hill Elementary School transition plan provides accommodations for parents and children based on cultural differences as they arise.

Evidence to Support:

- Jump Start Application
- CH Kindergarten Round up powerpoint
- Transition for PreK - Kindergarten document

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).*

Carriage Hill Elementary School staff and the Papillion La Vista Community Schools use various resources to assist and support 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 transition plan provides accommodations for parents and children based on educational and cultural differences as needs arise. A letter is sent out explaining the various events for transitioning students.

The Carriage Hill Elementary Special Education Team provides multiple and varied contacts as well as visitations for special education students moving onto the middle school. The transition process includes a 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: Middle School Parent Night, Middle School presentation at each elementary building that includes a visit from middle school principals, guidance lessons during the second semester of 6th grade, transition videos from previous Middle School students that share information, 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. 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 Parent Night  
 -6th Grade Transition PPT  
 -Elementary to Middle School Transition  
 -7th Grade Handbook 2020-2021

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.*

Carriage Hill Elementary has a Kindergarten Jump Start Program. This is a program for incoming kindergarten students and takes place for two 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. 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 3rd 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 five half days a week for four weeks with breakfast and lunch being provided. The meals are also offered to our district families not in attendance for summer school.

In partnership with the La Vista 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.

The Rose Theater provides extended learning opportunities for many of our grade levels through subject specific performances. These performances are student involved and interactive. The third grade classrooms have the opportunity to tour and participate in activities at the Rose Theater.

The Reading Recovery Program has monthly On-going Professional Development. Each month 2 teachers bring students and teach a lesson. 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.

Carriage Hill Elementary Kindergarten and 1st grade students are part of 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.

Carriage Hill Elementary participates in a Reach for Success Mentoring Program. There are monthly activities that are designed to extend the learning of our students. This program

involves trips to social events in the community (bowling, zoo, dancing). There are 10 certified and classified teachers that serve as mentors to 10 students at Carriage Hill Elementary.

Carriage Hill offers after school clubs for students. The extended learning clubs offered are Art, Community Club, and Yearbook. Each club is held once a week for the entire year. 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 that teachers and district personnel apply for.

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

As a building, we have decided to cut back on monthly assemblies. We hold quarterly assemblies for PBIS celebrations and recognition. This has increased the amount of learning time for students at the end of the day for social studies, science, and social emotional curriculum time.

Evidence to Support:

- CH Clubs 2022-2023
- HAL Seminars
- Jump Start Application
- Reach for Success Parent Welcome Letter
- Summer School 2023

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

7.1	<i>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.)</i>