

Title I Schoolwide Plan Cover Page

District Name:	Papillion La Vista Community Schools	
School Name:	G. Stanley Hall Elementary	
County-District-School Number: <i>xx-xxxx-xxx</i>	77-0027-010	
Grades Served with Title I-A Funds: <i>(PK is rarely served)</i>	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 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:	Jamie Boyer	
School Principal Email Address:	jamie.boyer@plcschools.org	
School Mailing Address:	7600 S 72 Street La Vista, NE 68128	
School Phone Number:	402-898-455	
Additional Authorized Contact Person (Optional):	Traci McShane	
Email of Additional Contact Person:	traci.mcshane@plcschools.org	
Superintendent Name:	Andrew Rikli	
Superintendent Email Address:	andrew.rikli@plcschools.org	

Date Reviewed: 3/28/2024

Submit Cover Page to (rhonda.wredt@nebraska.gov), at NDE Federal Programs Office by May 1st.

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Jamie Boyer</u> <u>Traci McShane</u> <u>Maranda Cohrs</u> <u>Amy Hurd</u> <u>Jody Minske</u> <u>Peggy Vaslow</u> <u>Melissa Hansen</u> <u>Michela Overby</u> <u>Kelsee Hollenbeck</u>	<u>Administrator</u> <u>Title 1 Assistant Administrator</u> <u>Title 1 Reading Teacher</u> <u>Parent</u> <u>School Counselor</u> <u>School Psychologist</u> <u>Instructional Coach</u> <u>Classroom Teacher</u> <u>Special Education Teacher</u>

School Information
(As of the last Friday in September)

Enrollment: 368	Average Class Size: 17.52	Number of Certified Instruction Staff: 21
Race and Ethnicity Percentages		
White: 56.8 %	Hispanic: 22.6 %	Asian: 6 %
Black/African American: 7.3 %	American Indian/Alaskan Native: .3 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 7.1 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 54.08 %	English Learner: 8.97 %	Mobility: 6.52 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
District Common Summative Assessments (CSA)	
NSCAS Growth 3-6	
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	<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>The district and school data are analyzed via multiple data sources. Data collected includes HAL students, MAP tests for K-6th grade, NSCAS data are collected in the areas of math, reading, and science (only 5th grade Science) 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 assessments are conducted monthly to identify needs of all children, particularly those who are not proficient, or are at-risk of failing to meet State academic standards. The data is collected, reviewed, and analyzed first by our school leadership team (MTSS) and then by our grade level teams. In order to track data over time, the data is stored in a data dashboard that is updated monthly and available to both the leadership and grade level teams. Data reviews are used as a function of our continuous improvement process (CIP) to ensure proficient and advanced levels of achievement.</p> <p>We use interventions to serve students who are not demonstrating proficiency. Interventions are tracked via progress monitoring and attendance. If progress monitoring shows an intervention is not working, it is adjusted by our Professional Learning Community (PLC) teams. Our PLC teams are intentional in the interventions they use with students. We have access to multiple interventions based on research and best practice. Our teams select the intervention that meets the academic and behavioral needs of each student. Reading Recovery is also a program utilized.</p> <p>G. Stanley Hall Elementary uses a schoolwide Problem Solving Team (MTSS) Procedure for identifying a student that needs an intervention in an academic or behavior area. Students who are identified at Professional Learning Communities (PLC's) receive interventions and then continue to be monitored through the district IIP paperwork, or through OTUS. Adjustments to the interventions are made as needed through PLC's and/or through the MTSS team.</p> <p>The process used by 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</p>	

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 PLC format allows for the opportunity to analyze data and make collaborative decisions for students.

During the 2019-20 school year, due to 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 used by the Papillion LaVista Community Schools is MAP. 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. Students who score below the threshold in the Winter term are also invited to attend our district's summer school program. We use the educational technology OTUS to track IRIP goals, attendance, and 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 are used at G. Stanley Hall. Reading Recovery is also a program that is utilized at G. Stanley Hall Elementary.

Evidence to support:

- Academic Problem Solving Feb. 2023
- CICO Fidelity Check
- DMR Tier Chart
- Elementary Behavior Decision-Making Guidelines
- GSH NSCAS Growth Spring 2022 Grade 4
- IIP flowchart
- IRIP template
- K-6 Academic Decision-Making Guidelines
- MAP building wide data
- OTUS Data Dashboard
- OTUS Progress Monitoring Data
- Tier 2 Attendance-Behavior Dashboard

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 Opinion Survey generated by the district. All 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.

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 are distributed to all parents, staff, and students in grades 3-6, and data from those surveys is reviewed by the leadership team and CIP team. The building leadership team also discusses action steps going 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 discusses how they felt about the program. Survey results are sent to our Director of Federal Programs, and then they are sent to our building administrator. The building results are discussed as a team at the building level and as a district.

The G. Stanley Hall School/Parent/Student Compact is distributed each fall to parents to review with their child. The compact describes activities that teachers, parents, and students will do to create a successful learning environment. Teachers revisit the compact at fall conferences with parents. Parents are asked to review and provide input regarding the compact at the annual parent meeting. The Title I parent meeting describes the opportunities afforded to children through the Title I program. This time also allows input from parents 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 back 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:

- 21-22 - Parent Exec Summary - GSH
- 22-23 GSH compact partnership plan
- Jump Start Parent Survey English
- Jump Start Parent Survey Spanish
- PBIS February Agenda
- Reading Recovery Parent Questionnaire RR
- SAS

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. Our building goal for the 2022-2023 school year is:

Math: To improve fact fluency in addition, subtraction, and multiplication.

ELA: To improve our foundational reading skills of phonological and phonemic awareness.

Behavior:

1. To decrease the number of minor and major referrals in the area of defiance/non-compliance, disruption, and disrespect.
2. Provide strategies for students to be “okay” in the classroom.

One of the strategies 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 and progress monitored without seeing success, the MTSS team will meet to discuss Tier II - Tier III needs. The district has evidence based interventions to support students in need of additional academic support.

We use interventions to serve students who are not demonstrating proficiency. Interventions are tracked via progress monitoring. If progress monitoring shows an intervention is not working, it is adjusted by our Professional Learning Community (PLC) teams. Our PLC teams are intentional in the interventions they use with students. We have access to multiple interventions based on research and best practice. Our teams select the intervention that meets the academic needs of each student. We leverage the district ELA Skill Supports and Interventions (found on the district MTSS resource center) to identify which intervention to use with our students. Reading Recovery is also a program utilized at G. Stanley Hall Elementary.

The Continuous Improvement Team (CIP) consists of one teacher from each grade level, the instructional coach, special education teacher, tech coach, principal, and title 1 assistant principal. The Continuous Improvement team meets throughout the year to look at the progress being made toward the school's building goals. The team looks at data and determines steps needed to continue to drive the goals forward. The team then determines necessary additions to any 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 Continuous Improvement team meets to plan in the summer to prepare for the upcoming school year. Data is broken up and looked at to make goals for the upcoming year.

Evidence to Support:

- 22-23 IDEAL Goal
- 22-23 PD Calendar
- Building Goals Planning
- CIP Agenda 1-9-23
- ELA Skill Support and Interventions

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. If students are not making adequate progress at Tier I, the team may initiate the Multi Tiered System of Support (MTSS) process. Tier II is the second level of the IIP. This level of support 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. This 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 Elementary has an MTSS academic team (academic problem solving team: APST) and a MTSS behavior team (behavior problem solving team: BPST). These teams meet to discuss academic and behavior data acquired from classroom teachers and other support staff. The team reconvenes a minimum of every 6 weeks to discuss progress of interventions and/or next steps for Tier II and III support. The team discusses student data and collaborates to make decisions on what is best for students.

G. Stanley Hall has a Mental Health Collaborative biweekly team meeting that works to address the needs of students & families as well. This team includes: the principal, Title I Assistant Administrator, counselor, school psychologist, 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.

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 10 day cycle. During this time, a variety of topics are discussed such as: academics, behaviors, IIP, interventions, enrichment, testing results and conversation, and others as necessary.

G. Stanley Hall leverages mentoring and after school clubs to meet the needs of all our students. G. Stanley Hall 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 that matches an adult staff member with a student. Currently, G. Stanley Hall has 9 mentors and 9 students that are part of this program. This is an amazing tribute to the dedication of our staff to our students.

G. Stanley Hall 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 what type of counseling group. The guidance counselor and social worker at G. Stanley Hall have held numerous groups 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:

- 22-23 Clubs-Extra Duty
- Academic Problem Solving Feb. 2023
- Connections Referral
- DMR Tier Chart
- Elem SPED Programming Continuum
- HAL Seminars 2022-23
- Monthly Behavior Meetings 22-23
- OTUS Data for Tier 2
- PLC Agenda & Notes
- Reach for Success welcome letter
- Tier 2 Attendance-Behavior Screening
- Tier 1 Look Fors - PBIS

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.

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. New teachers are provided with monthly new teacher training. 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.

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, behavior coach, technology coach, school librarian, EL teacher, Title I teachers, school counselor, and classroom teachers, and district leaders. Some topics include Marzano instructional elements, PBiS, Smart Skills, vocabulary instruction, technology integration and the Science of Reading. 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.

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. Implementation of each teacher's classroom goals are based upon our school improvement plan. Implementation of each teacher's classroom goals (individual teacher IDEAL goals) are

based upon our school improvement plan (Tier II Goals). Teachers and coaches work together to facilitate professional growth in the areas of math fact fluency, literacy, behavior management or technology integration.

New teachers participate in yearly instructional rounds, which are facilitated by our instructional coach, Title I Assistant Principal, and Principal. The intention of rounds is to observe and learn from peers. G. Stanley Hall teachers have the opportunity to participate in annual Marzano instructional rounds in the building. Teachers in their first three years also receive coaching from the instructional coach, Title I Assistant Principal, and Principal. Teachers in their first year get coaching weekly all year and teachers in year 2-3 receive monthly coaching and feedback.

TCIT (Teacher Child Interaction Training) continues to be a focus of professional development in kindergarten and first grade. All K-1 teachers attended a refresher session and additionally, all staff received some training from our Behavior Coach. The implementation of TCIT strategies and language is an integral part of our commitment to the success of all children.

Monthly 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 trainings focus on building needs for the current year and are led by the Principal, Title I Assistant Administrator, Instructional Coach, district Behavior Coaches, and Special Education staff. Two times a year, the District holds a half-day para training. Paras have a choice in the training they select to attend.

Evidence to support:

- 22-23 Elementary Para Training Schedule - GSH
- 2022 Instructional Rounds
- District Para Training
- Elementary Professional Development Plan
- First Para Meeting 2022-23
- IDEAL goal 2022-23
- New Teacher Bootcamp Agenda 2022
- Professional Learning Flyer
- SMART Skill 22
- TCIT

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.

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 School/Parent/Student Compact is an important part of the home-school communication and connection at G. Stanley Hall. Parents are given a copy of the compact to sign at enrollment and at the beginning of the year. Parents are also 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 developed a Parent and 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-Involved Parent and Teacher Conferences are held twice a year at G. Stanley Hall. Students and teachers are able to share with their families their learning. At conferences, parents, classroom teachers, Title I teachers, specialists, coaches, and students join in sharing information about student learning and educational goals.

Each year, in the Parent Newsletter and at conferences, information is given to parents about the Title I program at G. Stanley Hall.

Parents are notified if their child is entered into the Title 1 Reading Recovery Program or if they qualify for an IRIP (Individualized Reading Intervention Plan). They are also notified when/if their child is exited from both out the Title I Reading Recovery program or an IRIP. Parents are 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. Each grade level is responsible for hosting an annual parent curriculum event where families are invited to the classroom to see the learning going on in the classroom.

Evidence to Support:

- 22-23 Compact Engagement Feedback Form
- 22-23 GSH Compact Partnership Plan
- 22-23 GSH Title I Parent and Family Engagement Policy
- GSH Family Night 22-23
- Open House Newsletter
- Parent Night Agenda
- Spring 22-23 Conferences
- Teacher-Parent Communication Standards
- Title 1 Newsletter
- Title 1 Parent Event Sign-in

4.2

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.

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.

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. At G. Stanley Hall Elementary, the annual parent meeting is held in the spring. 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 same process is followed for collecting feedback and making changes to the Engagement Policy as it is with the compacts mentioned in 5.1. 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:

- GSH Family Night 22-23
- District Family Night Agenda
- Title 1 Parent Event Sign-in

4.3	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>
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G. Stanley Hall 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 elementary Title I 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. The speaker was based on "overcoming challenges". Last year's speaker was 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, G. Stanley Hall 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 G. Stanley Hall 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 parent-teacher conferences to share academic information about students involved in their program.

G. Stanley Hall 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 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. Home Visits are continued through their 3rd grade year. G. Stanley Hall is very enthusiastic about the success of this program and the subsequent engagement of families through this contact.

Evidence to Support:

- 22-23 CompactEngagement Feedback Form
- District Family Night Agenda
- GSH Family Night 22-23
- Principles of Reading Recovery
- Title 1 Event All School Sign-in

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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G. Stanley Hall and the Papillion La Vista Community School District 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 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.

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.

A key transition for at-risk students entering kindergarten is our district Jump Start Program. Students who meet at-risk criteria are provided a 2-week kindergarten experience prior to the start of the school year in 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. Preschoolers on an IEP receive an individual transition meeting prior to the start of kindergarten that includes their preschool and kindergarten team members.

The G. Stanley Hall English Language (EL) 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:

- GSH K Roundup Invitation
- Jump Start application 2022
- K Jump Start for Newsletter 2023
- K Round Up 2023 Presentation
- Kindergarten Parent Meeting-Roundup Newsletter
- Transition for PreK to K
- Kindergarten Round Up Agenda

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).*

G. Stanley Hall 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 G. Stanley Hall Elementary Special Education Team provides multiple and varied contacts as well as visitations for special education students moving onto 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 and counselors, guidance lessons during the second semester of 6th grade 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, leadership teams, and involved parties at affected levels to evaluate and determine effectiveness of transition plans and activities.

At most schools (including G. Stanley Hall), the counselor (elementary and middle school), social worker, school psychologist and principal meet to discuss students who are at-risk to ensure a continuation of services (academic and/or social emotional) from one grade to the next. Additionally, our IIP (Individualized IDEAL Process) paperwork is online, giving middle school staff immediate access to intervention documentation for students not meeting academic or behavioral benchmarks.

Evidence to Support:

- BB Message to 6th Grade Parents
- 2022-23 7th grade Handbook
- Elementary to Middle School Transition

6th Transition Guidance Lessons

- Guidance 6th grade transition Lesson 12
- Guidance GR6 Transition Lesson 12
- Guidance GR6 Transition Lesson 13 handout
- Guidance GR6 Transition Lesson 13 Lock handout
- Guidance GR6 Transition Lesson 13
- Guidance GR6 Transition Lesson 14 sample-schedule-map worksheet
- Guidance GR6 Transition Lesson 14 supplement Am I ready For Middle School self assessment
- Guidance GR6 Transition Lesson 14

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.

G. Stanley Hall Elementary participates 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 the school year. 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 the families. Kindergarten through third grade classroom teachers continue to foster these strong relationships by making additional home visits each semester.

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

Each grade level attends a curriculum-based field trip. These field trips are sponsored by the PTO or community grants.

In partnership with the La Vista Police department, 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 second, third, and sixth grade classrooms have the opportunity to tour and participate in activities at the Rose Theater.

The Reading Recovery Program has monthly 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.

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

G. Stanley Hall Elementary has an Author in Residence for 4th grade students. Students are able to engage in lessons while working with a local, published author. This author comes once a month, and continually checks any work that is submitted through a Seesaw App.

Evidence to Support:

- DARE Program 22-23
- 4th Grade Author in Residence Photo

Clubs Extracurriculars GSH 2022-2023

- Choir Club Contract
- Girls on the Run Welcome Letter
- National History Day Informational Meeting
- Spanish Club Permission Form
- GSH Rose Theatre Schedule 22-23
- HAL Seminars 2022-23
- K Jump Start for Newsletter 2023.
- Reach for Success welcome letter
- Summer School Invite 2023