

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

<p align="center"><b>Names of Planning Team</b> <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p align="center"> <u>Monique Leach</u>  <u>J.D. Furrow</u>  <u>Kristi Webster</u>  <u>Jeanine Saner</u>  <u>Julie Teahon</u>  <u>Delite Weinman</u>  <u>Cindy Simonson</u>  <u>Shawn Harvey</u>  <u>Danielle Thompson</u>  <u>Brittni Bradley</u>    <u>      </u>  <u>      </u>  <u>      </u> </p>	<p align="center"><b>Titles of those on Planning Team</b></p> <p align="center"> <u>Parent</u>  <u>Administrator</u>  <u>Kindergarten</u>  <u>First Grade</u>  <u>Second Grade/Title Coordinator</u>  <u>Third Grade</u>  <u>Fourth Grade</u>  <u>5/6th Grade</u>  <u>SPED</u>  <u>SPED Student Teacher</u>    <u>      </u>  <u>      </u>  <u>      </u> </p>
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**School Information**  
*(As of the last Friday in September)*

Enrollment: 46	Average Class Size: 6.6	Number of Certified Instruction Staff: 6
<b>Race and Ethnicity Percentages</b>		
White: 96 %	Hispanic: 4 %	Asian: %
Black/African American: %	American Indian/Alaskan Native: %	
Native Hawaiian or Other Pacific Islander: %	Two or More Races: %	
<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: 59.6 %	English Learner: 0 %	Mobility: 6 %

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

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

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

## 1. Comprehensive Needs Assessment

<b>1.1</b>	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.</i></p>
<p>Sandhills incorporates the use of NWEA MAP data as the NRT, NSCAS-Reading, Writing, Math, and Science as the state standards assessment, and AIMSWeb Plus as the universal screener and progress monitoring tool. During monthly MTSS meetings, with our school psychologist, student data is analyzed to determine changes needed in interventions that would best meet the needs of our students. The Title I required subgroups are observed and their data is analyzed even though some groups have no student represented and some subgroups have few. This data is masked on the state of the schools report but when analyzed by our team we unmask the data. Twice a year, we look at MAPs data, as a whole school to also see what we need to do for our lowest quartile students. In October 2019, it was decided that the school will start moving toward the MTSS process, so we are still learning the process. K-6 will still focus on academics using the MTSS process. Some of the interventions utilized in K-6 are Lively Letters, Read Live, Prodigy, and IXL.</p>	
<b>1.2</b>	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p>
<p>Sandhills Public Schools used the eProve platform as the tool to conduct surveys to the parents, students and staff members. A link was made available through our website and facebook page for approximately 64 days. Parents were encouraged through individual teachers, Facebook, District Website, and the Connect-Ed auto-call service to complete the survey.</p> <p>All staff and students grades 2-12 completed the survey. We had 26 parent responses out of approximately 53 families complete the survey. We are aware that the response was low and will assume that those that did not complete the survey are satisfied with the educational opportunities at Sandhills Public School. The leadership team and survey committee reviewed the survey and noted the following "glows" and "grows" or areas of improvement within each area.</p> <p><b>Student Survey</b></p> <p><b>Glows</b></p> <ul style="list-style-type: none"> <li>• Over 80% of the students believed that Sandhills Public Schools provide a safe, clean and health place for learning.</li> <li>• The majority answered that they agreed or strongly agreed that computers are up-to-date and used by teachers to help them learn.</li> <li>• Students also feel strongly that they are able to participate in activities within their interests.</li> <li>• The students state they are happy, challenged, and excited for school.</li> </ul> <p><b>Grows</b></p> <ul style="list-style-type: none"> <li>• Some teachers may need to change their teaching to meet individual learning needs.</li> <li>• Students feel like they are not asked enough by staff about their feelings of school.</li> <li>• Some students felt that adults and other students weren't treated with respect--nearly 30%.</li> <li>• Less worksheets for instruction.</li> </ul>	

**Parent Survey**

**Glows**

- All of my child’s teachers report on my child’s progress in easy to understand language and our school proves a safe learning environment with the highest area scores of the parent survey.
- 86% or 6 of 7 parents used the word “supportive” as one of four words that best describe their interactions with school staff.

**Grows**

- More opportunities for stakeholders and parents to be involved with the school and decision making.
- Support services could be improved

**Staff Survey**

**Glows**

- The Sandhills staff has many years of experience. (41% over 10 years and 35% over 20 years)
- The leaders expect the staff members to hold all students to high academic standards.
- Technology is abundant and up to date.
- Teachers feel they are cared for, respected, and supported.
- Challenging curriculum and learning experiences are provided for all students with the development of learning, thinking and life skills. (80%)

**Grows**

- Increase participation in collaborative learning communities that meet informally and formally across grade levels and content areas.

For our 2024 School Improvement visit, we are recreating surveys to send out in the fall of 2023. There are copies of the new survey being created.

In folder 1.2, you will find the links to the surveys and the results of the 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 Schoolwide plan at Sandhills is an arm of the Continuous School Improvement plan through Frameworks as well as our MTSS process. The improvement goals of each align and clearly identify what is done to meet the school’s goals and the needs of the students. In August 2019, it was decided that Sandhills Public Schools will now follow the Nebraska Frameworks for CIP instead of the AdvancED. We are in year four of Nebraska Frameworks and are in the works of a plan. For this cycle, we have decided to focus on reading for our improvement goal. Some of the interventions utilized in K-6 are Lively Letters, Read Live, Prodigy, and IXL.

In folder 1.3 you will find the copy of our updated CIP plan for the 2024 visit.

## 2. Schoolwide reform strategies

**2.1**

*Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.*

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

who will benefit from fluency practice and reading nonfiction text to build background knowledge. K-6 will still focus on academics using interventions and K-12 will focus on Social/Emotional learning using surveys. In folder 2.1 will contain the READs ACT decision rules and the data from AimsWeb Plus.

### 3. High quality and ongoing professional development

3.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Professional development is strongly encouraged at Sandhills Public School. Each teacher is given at least two days for professional development activities, more if they are approved by the administration, that are directly related to our School Improvement Goals. The administration provides the staff with 16 to 24 hours of workshops, throughout the year with the ESU10, to keep the staff up to date with the latest technology, data collection and educational opportunities. The school improvement action plan designed strategies to be implemented and the professional development needed to address the goals. We also have 2 highly qualified paras that help with K-6.</p> <p>In folder 3.1, will be the ESU10 list of Professional Developments teachers who have attended and signed in sheets of Professional Developments provided at our school. Also included are the paras transcript or training.</p>	

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

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<p>A yearly parent Schoolwide meeting is held in conjunction with the first parent-teacher conference in the fall. Parents are encouraged to attend the meeting and if they are unable to attend at the appointed time, there is the administrator, the school-wide leader and team, or any staff member available to visit with them about the school-wide program. At the meeting, parents are provided with a copy of the plan and are encouraged to ask questions about the various aspects of the program. The School-wide Plan is again reviewed through the self-review process. The School-wide team is encouraged to attend to review the effectiveness of the Sandhills' School-wide program. The meeting time was announced on the school website, Facebook and Twitter accounts</p> <p>In folder 4.1, you will find the copy of the school-parent compact, 2021 &amp; 2022 school wide parent meeting agendas.</p>	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
<p>In the fall the school-wide planning team meets to review the plans and make adjustments according to the mandates. Members of the school improvement committee are also involved to provide information related to changes in current curricular programs. The school schedule is examined to see how the plan could best be implemented throughout the year with the available staff.</p>	

A yearly parent school-wide meeting is held in conjunction with the first parent-teacher conferences. Parents are encouraged to attend the meeting and if they are unable to attend at the appointed time, there are administrators, the school-wide team or any staff member available to visit with them about the school-wide program. At the meeting, parents are provided with a copy of the plan and are encouraged to ask questions about the various aspects of the program. The school-wide plan is again reviewed through the self-review process. The school-wide team is encouraged to attend to review the effectiveness of the Sandhills' school-wide program.

In folder 4.2, you will find a copy of the parent involvement plan and school wide parent meeting agenda and sign in sheet.

<b>4.3</b>	<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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A yearly parent Schoolwide meeting is held in conjunction with the first parent-teacher conferences. Parents are encouraged to attend the meeting and if they are unable to attend at the appointed time, there is the administrator, the school-wide leader and team, or any staff member available to visit with them about the school-wide program. At the meeting, parents are provided with a copy of the plan and are encouraged to ask questions about the various aspects of the program. The School-wide Plan is again reviewed through the self-review process. The School-wide team is encouraged to attend to review the effectiveness of the Sandhills' School-wide program.

In folder 4.3, you will find the copy of the 2021 & 2022 parent meeting agendas and sign in sheets.

## 5. Transition Plan

<b>5.1</b>	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
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Prospective Kindergartners will be invited to a Kindergarten Round Up during the spring semester. Kindergarten Round Up is set as a "typical" Kindergarten day for all kids considering Kindergarten the following year. On this day, pre-school children get to see their classroom, meet their teacher and get the feel of Kindergarten. Parents are welcome to visit with the teacher and administration about any questions and concerns they may have. There is also a parent informational meeting at the ending of Kindergarten Round Up. In folder 5.1, are copies of what the Kindergarten teacher gives during Kg. round-up.

<b>5.2</b>	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).</i>
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Each spring, Sandhills has a Seventh Grade orientation for students transitioning from the elementary site to the high school. During this time, a day of school with bells and transition time between classes will be simulated. Prospective Seventh Graders will go to each class for a short meeting with the class's teacher and transition at designated bells. Seventh Grade teachers and the administrator will be present to discuss rules and expectations of the students, as well as answer questions students may have. The evening before the beginning of the school year, in the fall, the Seventh Grade has a One-to-One Laptop Boot-camp at the high school. This is required for all seventh graders and their parents to learn about their laptops they will be checking out and the parent needs to sign the appropriate paperwork. At this time parents are given a tour of the school and are able to ask any questions.

## 6. Strategies to address areas of need

<b>6.1</b>	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
<p>The strategies and activities designed to meet the needs of our lowest quartile students most at risk of failing to meet and continue to make progress on challenging content standard will include, but not be limited to: having full time resource and title teachers that will help provide increased supplemental instructional time for those students most at risk of failing state standards; all teachers will be available 30 minutes before and after school to meet with students who are struggling in their class or with standards; intervention times are set up according to their needs; Summer School; and Student Assistance Teams become involved when the previously mentioned strategies do not work. There is also a Summer Reading Program provided by the School Librarian that all children can attend. Professional development is strongly encouraged at Sandhills Public Schools. Each teacher is given at least two days for professional development activities (approved by the administrations) that are directly related to our School Improvement Goals. The administration provides the staff with 16 to 24 hours of workshops throughout the year to keep the staff up to date with the latest technology and educational opportunities. The school improvement action plan designated strategies to be implemented and the professional development needed to address the goals.</p>	

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

<b>7.1</b>	<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>
<p>The School-Wide program currently in operation at Sandhills Elementary School provides services for all students in each grade. The Title 1 Cooperative at ESU 10 administers the grant. Monies from the grant are allocated to Sandhills Elementary School according to the number of low-income students in attendance within the school. The program is a school wide program therefore all students qualify to receive services as they are needed. Sandhills Elementary School has an average class size in grades K-6 of 6 students. With a low student/ teacher ratio of 6:1, the classroom teachers are an integral part of the program of assisting students to reach their potential. If the teacher is unable to address the needs of the student, he or she is referred to the resource teacher who will work with the student. Besides the School-Wide Plan, other federal, state, and local programs in the school wide project will include, but are not limited to: Sandhills Public School budget, Class size reduction grant, participation in the ESU 10 consortiums, NDE Technology grant, and MTSS when appropriate. These resources will also help to fund and carry out professional development for all staff, supplemental curriculum materials, and whatever else is needed for the improvement of reading and math. There are limited resources available to Sandhills Public Schools due to the small towns in the area. However, the local community is able to become involved in the school-wide project. The school works with Scholastic to bring in the Book Fair once a year, Sandhills travels, every spring, to an Outdoor Ed day. We also have speakers come in, from the community like the Smoke House Trailer from our local fire marshal and Smokey Bear visits from the Nebraska National Forest.</p>	