

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District School Number in the table below.

Date of Review:	4-23-26
District Name:	Sargent Public Schools
School Name:	Sargent Elementary School
County-District-School Number: XX-XXXX-XXX	21-0084-000
Grades Served 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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Mr. Jamie Slingsby
School Principal Email Address:	jamie.slingsby@sargentpublicschools.org
School Mailing Address:	PO Box 366 Sargent, NE 68874
School Phone Number:	(308)527-4119
Additional Authorized Contact Person (Optional):	Teresa Young
Email of Additional Contact Person:	teresa.young@sargentpublicschools.org
Superintendent Name:	Mr. Byron Olsen
Superintendent Email Address:	byron.olsen@sargentpublicschools.org

<p align="center"><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center">Jamie Slingsby Reba Kirby Tami Phillipps Shayley Phillipps Teresa Young</p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center">Principal Parent 6th Grade Teacher/CIP Coordinator/PST Member 2nd Grade Teacher/PST Member Title I Coordinator</p>
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School Information
(As of the last Friday in September)

Enrollment: 151	Average Class Size: 10	Number of Certified Instruction Staff: 22.5
Race and Ethnicity Percentages		
White: 85 %	Hispanic: 9 %	Asian: 0 %
Black/African American: 1 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 5 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 58 %	English Learner: 5 %	Mobility: 11 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	EB Academics Benchmarks
Renaissance Star Suite Math/Reading	
i-Ready Math Diagnostic	
HMH Into Reading Benchmarks	

Confirm all Instructional Paras are Qualified according to ESSA.	x Yes <input type="checkbox"/> No
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The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

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

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>The Sargent Public School District is committed to using data to inform decision making at all levels of the educational process. Data is analyzed district wide after each testing period. Sargent Elementary looks at all pieces of data including state assessments, district wide assessments, and curriculum based measures to assess the academic needs of all students.</p> <p>The following achievement tests are utilized: Current assessment practices include Renaissance Star Suite Math/Reading benchmarks (K-6, 3x/yr) This also includes Progress Monitoring using CBMs (which are a measure of progression for specific skills in both reading and math), NSCAS at the appropriate and required grade levels, and STAR Reading Assessment (K-6, quarterly, primarily for the Accelerated Reading program). Renaissance Star Early Literacy/Star Reading assessments are used to determine if any K-3 student requires a Reading Improvement Plan per the Nebraska Reading Improvement Act. Teachers also use the curriculum based measures from their reading (K-5, Into Reading, 6th, EB Benchmark Assessments) and math (i-Ready) series to assess students' growth across the curriculum.</p> <p>On a yearly basis ESU 10 provides training to the entire staff on how to use assessment data to best serve students' academic needs. This collaboration and work with ESU-10 staff concerning assessment training is often in conjunction with our Danielson Instructional Model training. Following testing, PST(Problem Solving Team), MTSS (Multi-Tiered Systems of Support), and CIP (Continuous Improvement Plan) teams review the data and determine next steps for supporting our students. On a quarterly basis, our HOWL team, modeled after the state's PBIS (Positive Behavioral Interventions and Supports) team, meets to review student behavioral data weekly and to plan quarterly celebrations.</p> <p>Sargent Public School's PST team meets on a bi-weekly basis to review overall student progress. The team meets the academic needs of at risk students by making individualized instructional recommendations and changes as needed to meet their academic needs. The school's MTSS team meets on a monthly basis using data to make schoolwide decisions to enhance educational outcomes of all students and staff. The CIP team reviews district-wide data on a quarterly basis, using data to make goals for the school improvement cycle.</p> <p>In 2021-2022, Sargent implemented our HOWL Expectations model, which is set up similar to the state's PBIS model. HOWL stands for <u>H</u>ave Respect, <u>O</u>ffer Kindness, <u>W</u>ork Productively, and <u>L</u>ive Responsibly. Students are taught from a matrix that highlights and includes behavioral expectations in/on the following: hallways, classrooms, bathrooms, outdoors, cafeteria, transportation, and online. Sargent students and teachers alike are trained on expected behaviors and informed of consequences and interventions that follow unacceptable behavior. New teachers are trained in the HOWL model as needed. School wide behavioral expectations are taught in the classrooms at the beginning of each new school year. At the elementary level, during the first week of school each semester, teachers set up behavioral stations and students are given opportunities to learn, discuss, and role-play appropriate behavioral expectations. In addition to meeting quarterly, our HOWL behavioral team meets on a monthly basis to review individual student behavioral data. This data is obtained through "Think Time" referrals made by school staff.</p> <p>As a district, Sargent Public School keeps all student assessment data in a shared file located on the shared Sargent Public Schools Certified Staff Drive. This shared approach allows staff on other committees to access student assessment data. (ex: ILCD team, PST team, HAL recommendations, CIP committee members, Title I planning team etc) Currently, individual data spreadsheets are only used for specific at risk students that are identified by administration, classroom teachers, student</p>	

Problem Solving Team members, parents, and HOWL behavioral team members.	
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>
<p>Sargent Public Schools is committed to meeting the needs of students, parents, and the community. Sargent Public Schools is in year two of its CIP cycle, an electronic perception survey is posted on the school website, as well as distributed to parents through the school's information system. Families are given the opportunity to complete the survey during Parent-Teacher conferences where computers are set up for their use and school staff is available at this time to encourage and help parents complete the survey. A QR code was also created for parents to be able to complete the survey at their own convenience. The most recent district-wide survey was collected during our spring Parent-Teacher conferences in March 2026. The results of the survey will be used to make needed changes and focus district-wide goals accordingly. The results of district-wide surveys are analyzed by the Steering Committee and will be shared with the CIP External team. Results are also shared with the public at a meeting following the external visit and a full evaluation of the school is given at that time.</p> <p>In the past, Sargent Elementary also gathered information from parents using a Title I Elementary Parent Survey. This will begin again next school year as Sargent Elementary enters year one of the Title I Schoolwide monitoring cycle. The survey will be distributed to parents at fall Parent-Teacher conferences. The results of the survey will be analyzed by the Title I Schoolwide Planning Team and will be used to help drive decisions for the upcoming school year. Results of the survey will also be shared with parents at the annual Title I parent meeting.</p> <p>The school's ILCD (Improving Learning for Children with Disabilities) team collects parent input as a part of their Targeted Improvement Plan. This ILCD parent survey gives focus to the district for how to provide support for children with disabilities, allowing them full access, participation, and progress in the general curriculum. The survey is reviewed by the ILCD and CIP teams. The ILCD parent survey is conducted on a five year cycle. Sargent's ILCD team did their parent survey in Fall 2025.</p>	
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
<p>Sargent School District's School Improvement Plan is focused on improving reading skills across the curriculum. Two in-service days this school year were dedicated to the Continuous Improvement Process. The Sargent School District is in the second year of a five year accreditation cycle with the Nebraska Framework. All teachers in the district serve on various CIP Committees.</p> <p>Sargent Public School's ILCD (Improving Learning for Children with Disabilities) team's current focus includes improving reading. The ILCD goal states: Students in grades 3–8, including those with disabilities, will improve reading achievement by increasing the percentage who meet or exceed projected growth targets. Reading growth will be measured using MAP Growth from fall to spring, with the percentage of students meeting projected growth increasing from a baseline established in 2026–2027 to 50% in 2026–2027, 55% in 2027–2028, 60% in 2028–2029, 65% in 2029–2030, and maintaining or exceeding 70% in 2030–2031. This goal is attainable through the implementation of explicit, evidence-based Tier 1 reading instruction, supported by quarterly walkthroughs (every 9 weeks), use of a fidelity checklist, and regular review of MAP Growth data to guide instruction. This goal aligns with Indicator 3 (Reading) and supports improved reading outcomes for all students, particularly students with disabilities, by strengthening core instruction and ensuring consistent instructional practices across grade levels. Baseline data will be re-established during the 2026–2027 school year, with progress monitored three times per year (fall, winter, spring) using MAP Growth data, and annual targets met through 2030–2031. This goal is a part of the Targeted Improvement Plan. Sargent Public Schools is in the fifth year of this planning process.</p>	

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.

It is the practice of the Sargent Public Schools to compile and review student achievement data on an annual basis through the data retreat process. At the district level, data indicates that certain demographic groups are not achieving at desired levels. Groups include economic status, male/female, proficient/nonproficient, and tiered support/nontiered supports.

Sargent also utilizes a variety of assessment tools to monitor the effectiveness and achievement of Sargent Elementary's curriculum and programs. Current assessment practices include Renaissance Star Suite Math/Reading benchmarks (K-6, 3x/yr). This also includes Progress Monitoring using CBMs (which are a measure of progression for specific skills in both reading and math), NSCAS at the appropriate and required grade levels, and STAR Reading Assessment (K-6, quarterly, primarily for the Accelerated Reading program). Renaissance Star Early Literacy/Star Reading assessments are used to determine if the student requires a Reading Improvement Plan per the Nebraska Reading Improvement Act. Teachers also use the curriculum based measures from their reading (Into Reading) and math (i-Ready) series to assess students' growth across the curriculum.

Sargent Public School's Problem Solving Team (PST) meets on a bi-weekly basis to review students who have been referred by classroom teachers and/or parents. The team meets the academic needs of at risk students by making individualized instructional recommendations and changes as needed to meet their academic needs. Once students are referred to the PST for monitoring, the team meets with classroom teachers and parents as needed to discuss the student's POP (Plan of Progress).

The School's HOWL (behavioral expectations) team meets on a monthly basis to review individual student behavioral data. This data is obtained through "Think Time" referrals made by school staff concerning student behavior and through HOWL tickets for positive behavior. Positive student behavior is rewarded to the students K- 5th grade through weekly, monthly, quarterly, and annual celebrations. For students in grades 6-12, there are quarterly and/or annual celebrations.

Sargent's K-6 Title I program uses data from reading and math assessments in order to determine if students qualify for Title I services. At the end of every testing period, data is used to design effective instruction. Those students who are found to be most at risk, especially in the area of reading, are then routinely progress monitored bi-weekly, or monthly depending on their level of risk. Services are given through the use of research based interventions and programs.

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.

The Sargent School District is committed to ensuring that our students meet Nebraska State Standards. All teachers have been involved in the process. All teachers have participated when appropriate in the State Standard professional development, and curriculum alignment. During the 2025–2026 school year, all teachers were asked to review and update their curriculum guides and curriculum maps to ensure alignment and consistency across grade levels and content areas. Assessment decisions, development and revisions are a central part of this process. The Educational Service Unit #10 along with school administrators work collaboratively to provide foundations and continuous training to coincide with our Danielson instructional model.

Every year, the school administration and the Continuous Improvement Plan steering committee closely analyze district and student needs as it pertains to the school's improvement plan. Professional Development days are then provided to ensure that staff can effectively work on appropriate committees and teams.

Sargent's Title I and Special Education staff are highly encouraged to attend quarterly meetings led by ESU10.

These meetings update staff on best practices, policies, and procedures. Paraprofessionals are included in professional development as it pertains to their work with at-risk students. Specifically, but not limited to, training in intervention implementation, new curriculum training, and proper assessment proctoring. Input from paras is valued when planning intensity of interventions, and implementing and modifying student behavior plans.

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.</i>
<p>All parents, students, and teachers share in the ownership of the Title I School-Parent Compact. The compact outlines how the school, parents, and students share in the responsibility for improved student achievement. While parent signatures on the School-Parent Compact are encouraged, they are currently not required by the district, as the handbook allows for one signature to be turned in per family to indicate that they have read and understand the entire handbook's contents. The compact is included in the student handbook and handed to parents and families at the Open House event held at the beginning of every school year. In addition, the compact is explained to parents at the first Parent-Teacher conference every fall. Parents and community members were involved in the initial development of the school's compact. The compact is reviewed and revised as needed on a yearly basis at the Annual Title I Parent Meeting. It is also easily accessible, using the link found on the Title I page of the school's website.</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.</i>
<p>Parents and community members of Sargent were involved in the initial development of the Title I Parent and Family Engagement Policy. The proposed Title I Parent and Family Engagement Policy is reviewed and revised as needed on a yearly basis at the annual Title I Parent meeting held at Sargent Public Schools. It is distributed and shared with parents at the annual Title I Parent Meeting. Our Title I policy ties closely with our board's Family and Engagement policy #6410 which was adopted by our Board of Education as recently as June 2022. This board policy is published on the school webpage. And the school's Parent and Family Engagement policy is linked on the Title I page of the school's website.</p>	
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.</i>
<p>Sargent Elementary meets annually with parents to inform them of the school's participation in the Title I program. Requirements of the Title I program are explained at these meetings, and the right of the parents to be involved is also discussed. There is time given for parents to ask questions of Title I staff and administrators. Parents are encouraged to give input and to volunteer their time to the Title I program. At the school's Open House event parents are encouraged to meet with Title I staff in order to learn more about the program and what it has to offer Sargent students. Translation is provided as needed at all parent meetings. A presentation is shared with parents at the meeting that explains all the details of Title I and it is updated as needed before each annual meeting. In addition, the Title I slideshow presentation is also shared at the annual Family Engagement events and shared on the school website on the Title I page.</p>	

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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Sargent Public School prides itself in providing opportunities for supporting incoming students when they are transitioning from a previous program or grade. Our school transition plan provides students, parents, and school personnel with varied contacts before school starts as well as during the school year.

In order to assist Pre-K students and parents as well as Kindergarten students and parents with the transition to Sargent's Preschool and Kindergarten programs, usually a combined Round-Up day is scheduled. Preschool and Kindergarten Roundup is an opportunity for the students to meet their future teacher and visit their future classroom. This is also an opportunity for parents to meet with teachers to fill out school registration forms, students to get required immunizations from the local health department, and for the nurse to get valuable health and dietary information directly from parents. At the beginning of Roundup students are welcomed into their classrooms where the teacher introduces herself to them and provides an icebreaker activity. After 15 minutes in their individual classrooms the students are mixed into groups to participate in fun outdoor stations. Stations include, but are not limited to, playing on the playground equipment, making a snack, making a craft, and participating in an obstacle course. This fun-filled morning ends with a story and eating the snack they made in their individual classrooms. Roundup creates a time to excite and energize students and teachers for the next year. When necessary, a translator is available for families/students. The school's Speech Language Pathologist provides extended school services(summer services) for SPED Pre-K students at the Sargent Elementary school to help transition students to Kindergarten.

Sargent Public Schools gives all parents and students the opportunity to transition into a new year of school by hosting an Open House event each fall. All PK-12th grade students and their families are invited. The Open House allows students/families to visit classrooms, learn about academic expectations and the routines of our school. The Open House gives parents time to fill out and turn in necessary paperwork and lunch applications, and pay necessary bills. Staff is available to support parents as needed. Parents and students can meet the staff and learn about all the fun things we do at Sargent! Grilled hotdogs, chips, and cookies are provided. Details of the event are posted on Facebook and the school's website. Reminders are also announced using the school's announcement system (ADT).

When a new student enrolls in Sargent Public School, the families are provided with information about the school, programs, curriculum, policies, and procedures. Information about the community is also provided. A school tour, introduction to staff members, an overview of programs offered, and curriculum information is provided by the administration and/or guidance counselor. In addition, when a new elementary student is enrolled, they are assigned a buddy classmate. This classmate helps the student adjust to the school, introduces them to classmates, helps with school procedures (ex: lunch, recess, specials etc.) The administration and/or guidance counselor follows up with the new student and their family to further assist the student in transitioning to Sargent Elementary. Information about resources are made available as well. Ex: school's backpack program, counseling services, transportation services

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).*

As a yearly, end of the school year event, Sargent Elementary sponsors a "Step-Up" transition day for all students in grades PK-6th. This event is held near the end of the school day, and takes only about thirty minutes. Students from each grade get to "Step-Up" a grade! Our school is small and even though most students know their teacher for the upcoming year, they get to move to that new teacher's classroom for this event. Students get to see what the next year's classroom looks like, they are allowed to see their future textbooks, and ask questions of the teacher. The teacher talks to their future class about classroom expectations and routines, supplies they'll need, possible projects to look forward to, etc. The current 6th grade students stay in their classroom and welcome the 5th grade students to listen to and ask questions of a panel of 6th graders. 5th graders learn what it will be like to be the oldest students in the elementary and what expectations they will have as future 6th graders.

7th grade Orientation in Sargent Public Schools is not a formal event like it is in some schools. Instead, as a part of our transition plan for 6th grade moving up to junior high and into 7th grade, the students experience what it is like to be in that setting. Starting in the second semester the 6th graders use the high school bell system for all classes so that they can experience what it is like when the bell rings and class is over as well as in the hallway

at their locker preparing for the next class. Starting in the fourth quarter the 6th grade students start walking different paths to “their next class” to experience walking with the high school students and practicing proper etiquette in the hallways while being prepared for the next class. 7th grade Orientation at Sargent Public Schools consists of the 6th grade students spending a day visiting each 7th grade classroom. This enables them to meet the teachers and see what it is like in each class. They get to ask questions to the teachers as well as the current 7th grade students. They get to meet the junior high coaches as well. Towards the end of their 6th grade year the school guidance counselor comes into the 6th grade classroom and shows each student their 7th grade class schedule for next year and allows them to choose what electives they will take.

Our school is small enough that our junior high and high school students are together in the hallways and often have the same teachers from grade to grade. Many of our teachers teach the same subject to grades 7-12, so planning events to aid in transition from junior high to high school is not an overall concern for students, teachers, and families. The Open House event in the fall helps students prepare for this next step, and aid with new student orientation.

Sargent Public Schools is invested in helping our students be career ready. We believe it is our responsibility to ensure that students have the tools they need as they graduate and transition to post-secondary schools or careers. Numerous activities throughout junior high and high school allow our students to explore their aptitudes and interests. Students meet with colleges, training centers, and military recruiters. They are allowed to consider employment and possible career choices in a safe environment. Students receive support in the job-seeking and interviewing process. In addition, at least by the age of fourteen, students who have a verified physical, mental, intellectual, and/or learning disability work with an agent from the Nebraska Vocational Rehabilitation office. The agent works with individuals in order to find success in the world of work and offer customized and individualized services tailored to specific needs and goals of the individual student. This agency stays with the individual, as needed, on into adulthood.

In addition, all students at Sargent Public Schools, starting as early as junior high, have the opportunity to be members of FFA and FBLA, both clubs are known for supporting growth in career readiness.

Sargent is dedicated to helping our students meet their post-secondary goals in the following ways:

Assessments: Career Development begins with helping students know their strengths and interests, and then matching those to possible careers. Interest inventories and skills assessments are great tools to use to help students explore career options. The following is a list currently utilized by Sargent staff: Guidance Counselor:

Holland Code Assessment-6th grade, Nebraska Career Connections -7th/8th grades, ASVAB-11th grade

Business Teacher: Nebraska Career Connections, Clifton Strengths Assessment, Find Your Grind

Lifestyle Assessment, My Next Move on CareerOneStop, Career Clusters Interest Survey

Special Education Teacher: COPS/CAPS/COPEs, O*NET, Nebraska Career Connections, Casey Life Skills - short assessment, O*NET Interest Profiler, College Survival and Success Scale, Work Motivation

Scale, Executive Functioning Assessment 2.0, "Moving On to Your Future" Assessment, Student

Interview and Parent Questionnaire, YouScience Aptitude Discovery Assessment (done by MPCC),

C.I.T.E. Learning Styles Inventory, Reading-Free Vocational Interest Inventory, Symbol-Based Student

Transition Interview, Social Skills Self-Awareness Inventory, Personal Care Skills Inventory, Personal

Safety Knowledge Inventory, Career Priorities Profile, RIASEC Inventory, Kuder System - Kuder Career

Interests Assessment, Kuder Skills Confidence Assessment, Financial Literacy Inventory, Life Skills

Inventory, Pre-ACT, ASVAB, Career Pathways Survey, Social Skills Survey

Career Day Event- Sargent held its 12th annual Career Day event this year. It is organized by the school's Business teacher. Career Day begins with planning and student input. Students in grades 7-12 fill out a career interest survey asking which career categories they would like to learn more about. Speakers are chosen from this student input, giving priority to the interests of junior and senior students. Often an alumni panel of professionals is asked to start off the event, which is always a big hit with students. Students then break into breakout sessions of speakers and are again given choice as to which of these they will attend. College representatives, the State Patrol, Military Recruiters, and businesses are set up in individual booths in the school gym. Activities and prizes for completing a series of Q&A sessions with each booth are a part of the day as well. Juniors and Seniors take part in an interview process in which they hand in job applications and resumes prior to the “mock interviews”. Judges (mock employers) rate students on their interview skills and give

feedback and pointers to the students. At the end of the event, speakers, businesses, and students complete surveys to give feedback to help make future career events successful.

Senior Transition Course- As a graduation requirement from Sargent High School students are not only required to take a Personal Finance course, but are also required to enroll in a Senior Transitions class. This course works on Life Skills and supports students in learning how to complete tasks they will be expected to do once they leave home. Tasks would include things like; simple vehicle maintenance, cooking a nutritious meal on a budget, and learning simple sewing, filling out forms, among other things.

Career Development Course- Sargent Public Schools encourages all junior and senior students to enroll in its Career Development class. First semester students prepare an online career portfolio, resume, cover letter, business card, and a pocketbook resume that will assist them when completing application forms. At the end of career day, these students also complete a mock interview which students prepare for several weeks in advance. The second semester is when students research and use decision-making so job shadowing can happen. A Google Sheet is prepared and each student lists two careers or career pathways they are interested in and they discuss some possible good options to visit for a day. The school allows for two separate job shadow opportunities for each student in the class. The school asks for a returned evaluation form from the business hosting our student, our students also evaluate the day/career, and they send a thank you when they return. In addition, students read a leadership book and give a presentation by the end of the year. The final project is a presentation of what they learned from the assessments, class projects, interviews, job shadows, and other activities throughout the year. Some students are fortunate enough to have the Job Shadow experience turn into an Internship. The school allows time for this sponsorship to senior students only.

Sargent Public Schools helps all students transition to the next phase by making them feel they are a part of our school community. Our school strongly encourages younger and older students to work together and encourage each other. We want a “family feel” as students see each other throughout the school day, at sporting events, extra-curricular activities, as well as out in the community. We accomplish this goal by grouping PK-12th grade students into assigned teams, called Wolf Pack groups. Teams are led by assigned team leaders, made up of the school’s entire staff including non-certified and certified staff members. Events are held throughout the school year where these teams work together to accomplish a goal, compete in an event, try new things, and have fun together. Events held this school year include: a Color Fun Run, A Scavenger Hunt, Shamrock Shenanigans Day, and an end of the year event is being planned as well. These school-wide events are sponsored by our HOWL committee and the Sargent Education Association.

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.

All certified staff and trained paraprofessionals are utilized to implement the school wide plan in the following ways:

- The Sargent Public School District has a thorough MTSS Team that is dedicated to the implementation of the MTSS plan.
- Special Education staff, Intervention Specialists, and EL support staff are utilized to provide supplemental instruction, using research based materials, in the areas of reading and math.
- The master schedule allows for the efficient use of instruction time and personnel. Through the use of **Exploration** periods, Sargent Elementary provides the opportunity to use small group instruction that is based on individual student needs. The Reading Specialist, Special Education teachers, classroom teachers, and trained paraprofessionals are utilized to implement enrichment and intervention instruction.
- The master schedule allows for the efficient use of instruction time and personnel. Through the use of a **Wolf Time** period Sargent JH/HS provides opportunity to use study time with specific teachers as needed to support students.
- Classroom teachers, Special Education staff, EL staff, Intervention Specialists, paraprofessionals, and trained substitute teachers are utilized for Star Reading/Early Literacy benchmarking assessments.

Exploration

Sargent Elementary is dedicated to seeing growth at all levels of learning, including Tiers I, 2 and 3. Beginning in the Fall of 2015, at the start of each new semester, K-6 teachers use data from the most recent achievement tests (and teacher input concerning classroom performance) to create student focus groups for each ability level (including at-risk, average, and high-ability learners). Students are also grouped according to appropriate grade level groups as well (ex:K-3 are grouped together, and 4-6 are grouped together according to similar ability levels). These assigned student groups then attend what is called Exploration time, at the end of the school day for 25 minutes Monday through Thursdays. Reading and Math are the targeted curriculum areas during Exploration time with two days a week dedicated to reading and two days a week for math curriculum. Reading and Math Exploration has groups for intervention, on-level, and enrichment. Students are grouped according to the Exploration decision rules. All K-6 students and teachers/paraprofessionals are involved in the Exploration periods. Teacher's expertise and areas of strength are considered for which groups of students they will be working with. In addition, paraprofessionals who are trained to teach certain interventions are asked to teach those sections during Explorations. For the intervention groups, researched based interventions are used. Teachers/paraprofessionals meet to determine whether students need to move to a different group as new data is collected.

Wolf Time

Implementation of our Wolf Time period began in the fall of 2022 alongside the introduction of a new grading scale and eligibility guidelines. At that time, both teachers and families expressed concerns that students might face greater challenges in maintaining grades and staying eligible for extracurricular activities.

Named after our school mascot, Wolf Time was created to provide structured support for junior high and high school students. This time allows students to stay on track academically by offering opportunities for additional help, completing missing work, studying, or working independently with teacher guidance. The goal of Wolf Time is to provide a flexible, supportive environment that promotes responsibility, academic success, and collaboration among students.

Daily Schedule was adjusted to allow for Wolf Time in the following way

1st period - 8:00 - 8:50
2nd period - 8:52 - 9:42
3rd period - 9:44 - 10:34
4th period - 10:36 - 11:26
Wolf Time - 11:26 - 11:46
5th period - 11:48 - 12:38
Lunch - 12:38-1:08
6th period - 1:08 - 1:58
7th period - 2:00 - 2:50
8th period - 2:52 - 3:42

H.A.L.

Our elementary school has a strong H.A.L. program for our (high ability learners). The teacher/leader earned her masters in STEM in 2019 and leads our enrichment group for the 4-6th grade. Since the elementary end of the day Exploration period allows for enrichment groups, H.A.L. students are given time to consider and work on projects for the upcoming Science Olympiad and STEMfest days sponsored by the ESU10 service unit each year. 6th grade students in the enrichment group are also highly encouraged to join the junior high quiz bowl team when they enter middle school. Sargent has a competitive quiz bowl team, with many students excited to compete for both the junior and senior high school levels. This year there were 12 students on the high school team and 8 students on the junior high team. Each team competed in 3 competitions.

Summer Reading

Sargent Public Schools is dedicated to the continuation of reading. We support reading over the summer months. Shared in the school's May newsletter each year, under the heading Library News, information about summer reading programs held within the school and those held in conjunction with the township library is

shared with families.

Extended School Services

For SPED Pre-K students, extended school services are provided at Sargent Elementary to help transition students to Kindergarten. In addition, the Speech-Language Pathologist sends home summer packets for students on her caseload. The packets contain speech and language activities for the students to work on to improve their skills. These packets have a variety of tasks that are target skills within their IEP. They also have Speech and Language calendars that come with different tasks to do each day targeting speech and language.

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

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
Our district chooses to coordinate and integrate local/state general funds, federal funds (ESSA) in order to meet our students needs and support student achievement. They are administered through collaboration of the administrative team, the Continuous Improvement Plan team and the student Problem Solving Team. Funds are provided for various interventions, professional development, and salary of selected staff to aid in improving student achievement. The school works in partnership with Custer County businesses to provide Sargent students a hands-on, authentic learning experience.	