

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Bridget L O'Melia
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Standing Bear Elementary School
(As it should appear in the official records)

School Mailing Address 15860 Taylor Street
(If address is P.O. Box, also include street address.)

City Omaha State NE Zip Code+4 (9 digits total) 68116-2473

County Douglas

Telephone (531) 299-2140 Fax (402) 827-7101

Web site/URL https://standingbear.ops.org/ E-mail bridget.omelia@ops.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Cheryl Logan E-mail cheryl.logan@ops.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Omaha Public Schools Tel. (531) 299-0307

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Marque Snow
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 62 Elementary schools (includes K-8)
 - 12 Middle/Junior high schools
 - 7 High schools
 - 0 K-12 schools
- 81 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	28	13	41
K	54	43	97
1	65	47	112
2	56	53	109
3	38	43	81
4	61	56	117
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	302	255	557

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.7 % American Indian or Alaska Native
 - 9 % Asian
 - 10.6 % Black or African American
 - 7.9 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 61.3 % White
 - 10.4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 11%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	38
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	62
(4) Total number of students in the school as of October 1, 2018	567
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Arabic, Chinese, Nepali, Urdu, Somali, Dinka, Nuer, Tamil, Telugu, Tajik, Hindi, Chin, Pushto, Punjabi, Korean, Marathi, Amharic, Vietnamese, Russian, Albanian, French, Bengali, Ewe, Oriya, Swahili

English Language Learners (ELL) in the school: 12 %
67 Total number ELL

7. Students eligible for free/reduced-priced meals: 30 %

Total number students who qualify: 168

8. Students receiving special education services: 17 %

96 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>10</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>8</u> Developmental Delay | <u>19</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>46</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of Standing Bear Elementary School is that students, staff, parents/guardians, and the community of Standing Bear will educate each student to his/her greatest potential through differentiated learning to become lifelong learners. The foundation of Standing Bear Elementary will encourage respect and responsibility, both academically and socially, while maintaining high expectations. Students from Standing Bear Elementary will be successful in a diversified society.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

The Standing Bear Elementary School mission supports collaboration between all stakeholders in order to best meet the needs of its students. Through this collaboration, staff, parents, and the community of Standing Bear will educate each student to his/her greatest potential through differentiated learning to become lifelong learners. The foundation of Standing Bear Elementary encourages respect and responsibility, both academically and socially, while maintaining high expectations. Standing Bear Elementary students will be successful in a diversified society.

Standing Bear Elementary School, home of the Cubs, is located at 15860 Taylor Street in Omaha, Nebraska. The school opened in August 2005 and is named after Ponca Chief, Standing Bear. Standing Bear Elementary serves nearly 570 students in pre-kindergarten through fourth grade. A variety of support programs are offered, including Gifted and Talented, Special Education, English as a Second Language, and Speech. Standing Bear is committed to creating a positive atmosphere for academic, social, and behavioral success for all students. Students become lifelong learners through differentiated instruction. Standing Bear students, staff, parents, and community members continue to work hard to live up to the legacy of Chief Standing Bear. It is the staff's belief that the learning environment provided will set the foundation for students to achieve success throughout their educational careers.

Standing Bear has developed a strong and collaborative community, which is directly related to our overall success. The partnership and collaboration between staff, parents, and community is thriving. We have a committed and supportive parent-teacher organization (PTO) who provides multiple opportunities throughout the school year for family involvement. They provide financial support for instructional needs, field trips, and technology, as well as classroom support. There is 100% staff partnership with the PTO and approximately 90% of our families are active members. Standing Bear also works closely with community partners, Hy-Vee, Walmart, and St. Andrew's United Methodist Church, to help support students and staff.

The school leadership philosophy is that every student will show growth in all academic areas. We begin the school year with a sense of urgency, and it continues throughout the year. Staff members stay focused on instruction, academic progress, and student needs. Standing Bear Elementary is a school with a growth mindset and is always working toward improvement. We examine Tier 1 instruction and its effectiveness on a regular basis. We understand that each individual student has unique strengths and needs. Data is used as a tool to drive instruction. We adjust Tier 2 instruction to support those needs. Standing Bear has high expectations for every student, and we believe that every student can show solid growth and reaching their highest potential. While we work hard each and every day, we also value the opportunities to inspire students, celebrate each accomplishment and bring joy into our building. This is a safe place for students to grow.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Teachers use a variety of assessments to check student understanding as part of daily instruction, determine student needs along the course of a unit with formative assessments and gather summative assessment information on grade level material at the end of a learning cycle. Omaha Public schools (OPS) grading practices ensure students have a balance of formative and summative assignments, and district Measures of Academic Progress (MAP) data provide opportunities for staff to look deeply at student progress in order to adjust instruction to meet student needs. During grade level meetings teachers are diving into data provided by MAP assessments, formative assessments, and summative assessments. These assessments are evaluated and discussions about re-teaching and extension are held to inform teacher instruction. Data is recorded and kept in a data binder to allow for the triangulation of data to ensure all students' needs are being met. MAP progress reports are discussed with parents at conferences. Students are informed of their performance on assessments when reviewing MAP goals, daily work, and formative and summative assessments. The district provides many online MAP teacher resources for understanding reports and supplementing instruction based on student results.

Parents have access to the Parent Portal which provides information regarding student grades.

1b. Reading/English language arts

Standing Bear has high quality English Language Arts (ELA) tier 1 core instruction occurring in every classroom. All students are exposed to on-grade level whole group instruction, small group differentiated guided reading groups, phonics, and writing. Teachers use the gradual release of instruction model throughout the lesson, based on students' needs. Effective literacy strategies are used across all content areas and the OPS Best Instructional Practices Handbook is utilized to guide instructional strategies. During daily guided reading small group lessons, students are able to work at their instructional level and on the needed skills. Every classroom has allotted intervention time during their reading block to support the various needs of students. The Phonics Mastery Program is used daily in all classrooms with all students to increase phonemic awareness. Students, who have been identified as reading below grade level and not reaching mastery on grade level standards, receive additional interventions. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is used in all classrooms at Standing Bear. This is a small-group literacy intervention to support reading and writing skills. The goal of LLI is to provide support for students, so that they meet grade level expectations and demonstrate ability to read on grade level. These students meet with the classroom teacher for LLI, in addition to their daily guided reading group.

1c. Mathematics

Standing Bear Elementary teachers strive to engage all students in learning math by establishing high expectations for quality work and using a variety of high yield teaching strategies across all content areas. Students succeed in growth mindset classrooms where critical thinking, reasoning, collaboration, math discourse, conceptual understanding, procedural fluency, and authentic problem solving are expected. Math skills and concepts are taught through gradual release of instruction and include 75 – 85 minutes of whole group and small group daily instruction. Instructional groups are differentiated and organized using a variety of grouping strategies to engage and motivate student learning.

Go Math!, the adopted math curriculum for the Omaha Public Schools and Standing Bear Elementary, aligns with the Nebraska Mathematics standards and is supported by rigorous instructional practices. The curriculum is balanced with curricular content and instructional approaches. These approaches include the use of the concrete to pictorial to abstract method to teach multiple representations of math skills/concepts. Classrooms are literacy and language rich and include opportunities for students to talk and write about math to help deepen their conceptual understanding.

Math formative, summative and district assessments are given in all grade levels. Formative assessments including observations, checks for understanding and mid-chapter check-points and are given at the student's instructional level and/or grade level standards. Summative assessments include end of learning unit tests or projects and measure the student's progress on grade level standards. MAP, a measure of growth progress and district-wide assessment, is given to all K-4 students in the fall, winter, and spring. This adaptive assessment measures student growth and performance and helps drive instruction. In addition, students in third and fourth grades take the Nebraska Student-Centered Assessment System (NSCAS) in Math. This data is analyzed annually and used to plan instruction.

1d. Science

Science at Standing Bear Elementary includes high levels of scientific literacy and hands-on science experience where students recognize the contributions and achievements of diverse cultures, develop lifelong interests in science and science related issues that affect their daily lives, and encourages careers in science. Elevate Science, the Omaha Public Schools and Standing Bear's adopted science curriculum, actively engages students in science that is intertwined in engineering practices, crosscutting concepts, and disciplinary core ideas. This 3D approach helps support students in what they know, how they think and what they do. Through gradual release of instruction, students are taught scientific inquiry, concepts and processes. Students conduct investigations, solve problems and engage in open-ended questions that focus on evidence used to generate claims. Science instruction includes 30 – 45 minutes of daily instruction for four consecutive weeks each quarter or every other day throughout the school year.

Science formative and summative assessments are given in all grade levels.

Formative science assessments include observations, checks for understanding and labs. Summative science assessments include end of learning unit tests or projects and measure the student's progress on grade level standards. Science MAP, a measure of growth progress and district-wide assessment, is given to all students in grades three and four and are taken in the fall, winter, and spring. This adaptive assessment measures student growth and performance and helps drive instruction.

1e. Social studies/history/civic learning and engagement

Standing Bear Elementary's Social Studies curriculum develops knowledgeable, skilled, and well-informed student citizens who make decisions in a culturally diverse and interdependent world. The curriculum is developmentally appropriate and integrated throughout all content areas. Social Studies is delivered through gradual release of instruction and includes spiraled lessons that begin with the exploration of oneself in kindergarten and progresses to the family, first grade, neighborhood, second grade, community, third grade, and state, fourth grade. Through this progression, students learn their role in family, school, Omaha and Nebraska. Social Studies instruction includes 30 – 45 minutes of daily instruction for four consecutive weeks each quarter or every other day throughout the school year.

Social Studies formative and summative assessments are given in all grade levels. Formative assessments include observations, checks for understanding, and mid-chapter check-points. Summative Social Studies assessments include end of learning unit tests or projects and measure the student's progress on grade level standards. Through collaborative teaching in library and technology, students are also assessed on Big Six inquiry projects.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Standing Bear Elementary currently has three early childhood education classrooms. An Early Childhood Special Education (ECSE) room serves children ages three to five in a half-day program. The ECSE program provides instruction and support through the scope of the child's IEP. A Head Start program that serves children ages three to five in a full-day program and a Parent Pay Pre-K program through the Omaha

Public School Foundation (OPSF) that serves students ages four and five in a full day program. The core curriculum for all programs is literacy, math, and social/emotional skills. All instruction focuses on readiness skills presented at the child's level. The students participating in these programs tend to show a deeper level of readiness for kindergarten curriculum. This is evident not only through success in mastering the curriculum, but in the areas of positive self-esteem, comfort in the school environment, ability to complete fine motor activities, and social relationships.

2. Other Curriculum Areas:

Standing Bear students participate each day in one of the various other curriculum areas, such as Art, Physical Education, Library, Technology, Music and Counseling. Students attend these classes once per week for 50 minutes. In library checkout, students strive to become lifelong readers and learners. Students work on deepening their understanding of written text through a variety of literacy strategies. Students engage in the inquiry process to strengthen their questioning skills and broaden their knowledge on a variety of topics. During checkout class, students select free reading books from a wide range of titles and topics. Suggestions from students to add new books, authors, and viewpoints to the collection are encouraged. All students in Kindergarten – 4th attend library checkout twice in a ten-day cycle. In technology class, students learn to use district supported technology tools proficiently and confidently. We use an inquiry approach and instruct students in the use of technology to complement their learning. Students are guided to digital reading resources to encourage them to become life-long readers and provide resources for inquiry projects. Students practice typing skills, browser navigation and digital citizenship skills. All students in grades Kindergarten-4th grade participate in technology class once in a ten day cycle. At Standing Bear, students Kindergarten-4th grade participate in music class once a week. Music classes meet three power standards which have been developed by Omaha Public Schools to meet, and even exceed in rigor, the Nebraska K-12 Fine Arts Standards and the National Core Arts Standards. These power standards are: music performance, music literacy (reading and creating music), and cultural connections (responding to music). The Omaha Public Schools music curriculum is based the Kodály concept, which advocates for teaching music in the context of folk music with their accompanying singing games and dances. Students learn to read and write music, to listen critically, and sing and play instruments with a sense of musicianship. The presence of folk songs, folk dance, and singing games creates a naturally playful classroom environment where students continuously learn about the cultural history of the world and become positive members of a classroom community. Beyond the scope of teaching music in isolation, music classes provide an environment for students to practice building essential life skills, both alone and in cooperation with peers. These skills include: creativity, problem-solving, critical thinking, productive struggle, patience, memory, and respect. All students, in Kindergarten-4th grades, participate in PE once a week. Standing Bear physical education classes learn various sport skills (throwing, catching, dribbling, etc.) and locomotor movements (skipping, jumping, running, etc.). Many PE lessons incorporate math skills, literacy, social studies, problem solving skills, etc. Students are encouraged to show responsibility by bringing appropriate gym shoes. Students are challenged to show good sportsmanship, respect, and to give their best effort. In doing so, they may be eligible to receive 'PE student of the month.' All students in Kindergarten-4th grades participate in art class once a week. Art curriculum is based on carefully planned and sequenced learning goals. Each art lesson plan and assessment is based on the Nebraska Department of Education's Visual Arts Standards. The Nebraska Visual Arts Standards state that: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience. All of the different school subject areas are integrated into art lessons in order to create real-life, relevant learning connections for each student to be successful. Standing Bear's school counseling program is comprehensive, research driven, and competency based. All students Kindergarten-4th grade are offered academic, social, and emotional support through classroom guidance lessons, small groups, or individual visits. Guidance lessons teach life skills on topics such as problem solving, friendship, coping skills, etc., and occur bi-weekly for 50 minutes. Our school counseling program is designed to be proactive and responsive to the unique needs of individual students.

3. Academic Supports:

3a. Students performing below grade level

All students at Standing Bear receive the support they need to be successful. Instruction is based on the student and is differentiated in all academic areas. Students who are performing below grade level in reading may receive additional support through the Leveled Literacy Intervention (LLI) Program. This intervention is a short-term, intensive, small group intervention. The daily intervention supports three students per group each day for 30 minutes. This intervention is a supplement to the balanced literacy approach Standing Bear already has in all classrooms. A critical part of the LLI program is the "At home" component, where students take leveled books home with them. Students and families are able to establish at home reading practices to aid in fluency, confidence and a general love for reading.

Students who are performing below grade level in other areas may have additional support from para-professionals on a daily basis. Classroom teachers collaborate with support staff regarding interventions, monitoring student growth and how to adjust supports as needed. Staff look at data on a regular basis to ensure every student is making adequate growth in all academic areas.

3b. Students performing above grade level

Differentiated instruction is provided for students who are working above grade level expectations. Students receive services from the Gifted and Talented Education program (GATE). This program is guided by the OPS Gifted and Talented Framework. It is a structured continuum (3rd – 6th grade: Novice, Apprentice, Practitioner, and Maven levels) to enhance and develop the cognitive processes of our gifted and talented students. The four strands of the framework are problem solving, critical thinking, creative thinking and inquiry. Lessons and activities are designed to enhance the student's curriculum experience. Math and Language arts specialized instruction groups meet weekly. Standing Bear fourth grade GATE math students participate in the Omaha Public Schools' FERMI Math League in which students collaboratively solve bi-weekly problems. This math enrichment opportunity enhances students' mathematical reasoning, inquiry, creative thinking, and technological skills. Students also have the opportunity to participate in math and reading competitions.

Standing Bear currently has 41 identified students for GATE services in 3rd and 4th grades. Flexible rotational groups of non-identified 1st and 2nd graders meet as time permits. These student groups are based off of the most recent MAP data.

The universal district identification process assesses all incoming 3rd graders at the beginning of the school year. To be identified for GATE services in the Omaha Public Schools a student must meet at least three of the four criteria listed below:

COGNITIVE – Top 5% at the school or national level on an intelligence/cognitive test .

ACHIEVEMENT – Top 5% at the school or national level on a grade-level achievement test.

MOTIVATION and PERFORMANCE – “A” or Advanced (ADV) in 60% or more courses on the most recent grade report, 3.5 G.P.A, equivalent OR Qualifying recommendation for Motivation and Performance as verified from the Second Grade Classroom Teacher Input Form OR a staff or parent recommendation Form.

CREATIVITY and LEADERSHIP – Qualifying recommendation for Creativity and Leadership as verified from the Second Grade Classroom Teacher Input Form OR a Recommendation Form.

3c. Special education

Standing Bear has two full time special education teachers, a full time speech language pathologist, and a full time para-professional to support students. Special Education services are provided to students in a small group setting using a variety of materials to help support student needs and Individualized Education Plan (IEP) goals. Lessons are differentiated to meet the individual needs of students in the areas of math, reading, writing, speech, and social emotional.

The Omaha Public Schools and Standing Bear utilize the GOMath series for math instruction. GOMath has Tier 2 and Tier 3 differentiated interventions which are used to support students in the area of math. Special education teachers assist students using leveled interventions on a daily basis.

Students who are below grade level in Guided Reading receive the reading intervention Sonday. This is a phonics/decoding approach to reading while still maintaining a high concentration on comprehension skills. The Quick Read series is also utilized with students to focus on comprehension skills. Resource students receive whole group instruction and small group guided reading with the classroom teacher daily. Students have an allotted time with the resource teacher daily, and a phonics intervention daily.

Standing Bear students utilize Being a Writer for their general education writing curriculum. Writing objectives on students' IEPs can easily be monitored and achieved on what they are currently working on from the general education assignments. Students receive direct instruction daily from a resource teacher, in addition to instruction from their homeroom teacher during the scheduled writing block.

Standing Bear students, who continue to work on developing personal management skills, engage in a Check-In System each morning. Students participate in a morning lesson during breakfast with the resource teacher. Morning lessons may include a focus on friendship building, peer role modeling, and growth mindset.

3d. ELLs, if a special program or intervention is offered

Standing Bear has an English Language (EL) program which provides differentiated support for students on a daily basis. Students who are identified as newcomers receive direct instruction from a certified English as a Second Language (ESL) teacher, using the "In the USA" curriculum. This support includes vocabulary, literacy lessons, social, and academic language. Our newcomers also receive para support in various subject areas in their general education classrooms. Examples include: specific vocabulary study for weekly stories and units, weekly tests read aloud (an allowable accommodation for all EL students), and scaffolded support on research and writing required to complete projects. Thematic units are used with newcomers and intermediate EL students incorporating read aloud books as well as books from Reading A-Z (fiction and nonfiction). Guided Reading books and school supported websites are also used that match units of study in the general education classrooms so that vocabulary and concepts can be studied at the appropriate language level for each group. In addition to EL instruction and support offered during the day, take-home books are individually chosen to match students' independent reading levels so students can practice reading at home.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Standing Bear began the Multi-Tiered System of Support of Behavior (MTSS-B) Tier 2 intervention program during the 2019-20 school year. Students who were identified as needing additional positive daily support began the program. These students were supported by identified staff members they met with daily. Students and staff completed a Check-in/Check-out goal sheet on a daily basis. This intervention is differentiated and structured to support the individual student. Students goals vary depending on student needs. Morning check-in consisted of meeting with the identified staff member to determine the daily goal and identify strategies to achieve that goal. Throughout the day, students completed brief check-ins with their classroom teacher after each subject to get a score. At the end of the day, students would check out with another identified staff member. Student scores would be tallied to examine whether or not the daily goal was met. Students then had the opportunity to discuss the days events, strategies used, and their identified goal. This system provided students with a scheduled check-in/check out conversation to set the tone for the day and reflect on the days events at the end of the day. Students had a half sheet that indicated how they did for the day, whether they got a reward, and identified areas they did well on and areas they still needed to improve.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Standing Bear Elementary has a warm and welcoming school culture reflective of kind and caring students and staff. Staff members work hard to get to know each and every student by name and are committed to creating a positive atmosphere for academic, social, and behavioral success for all students. This positivity is felt throughout the building as students and parents are greeted by staff as they arrive each day. Students and staff take pride in their school and frequently celebrate their school spirit through assemblies, spirit days, newsletters and social media. Students and staff feel safe at Standing Bear and work together to make it a positive environment.

Standing Bear Elementary values family and community partnerships. Parents and community members are encouraged to volunteer at the school to help support student learning and attend monthly school and PTO sponsored activities. In addition, the school community supports and recognizes Standing Bear Elementary as an outstanding school. This is evident by Standing Bear's selection as Omaha's #1 K-8 Public School Choice Award winner for the past three consecutive years.

Standing Bear Elementary has high expectations for student behavior. Procedures and routines are well-established throughout the building and reflect a unified and collaborative effort for positive behavior interventions and supports. Standing Bear uses a Multi-Tiered Systems of Support of Behavior (MTSS-B) approach to encourage good behavior with a focus on prevention rather than punishment. This approach helps ensure consistent behavioral practices building-wide and allows for maximal instructional time. Daily incentive opportunities are given for positive student behavior and academic success, which includes giving students "PAWS"itive Paws for being caught being safe, respectful, and responsible. In addition, weekly "PAWS"itive Paw students are selected, recognized and celebrated for their outstanding behaviors. These achievements are communicated and shared with parents through phone calls, photos throughout the building, newsletters and social media. In addition, various school-wide behavior matrix for specified areas are displayed in the building, and behavioral lesson plans are taught and implemented in all classrooms. MTSS-B Tier 2 intervention has also been established to support students on an individual level. These students participate in a Check-In/Check-out system. Students have designated staff members with whom they check in with each morning to establish a goal for the day. That same student checks out at the end of the day to determine if their goal was met and discuss strengths and challenges.

Staff members are also recognized and celebrated for their effort and hard work through the district's 30 Ways to Say Yay! program.

2. Engaging Families and Community:

Standing Bear Elementary prioritizes family and community engagement through collaborative partnerships. Staff, families, and community members work together to engage and educate students to their greatest potential. A variety of school sponsored activities are planned throughout the school year to encourage family engagement. Activities, such as Kindergarten Parent Information Night, Back to School Night and Open House/Curriculum Night, help inform parents of grade level expectations and curriculum. This also encourages two-way communication between staff and families. In addition, progress reports are given to parents mid-way through each quarter to let them know how their child is doing, and report cards are provided to parents at the end of each quarter.

Parent Teacher Conferences are held twice a year. During these conferences, parents and teachers discuss student performance. Individual MAP (Measures of Academic Progress) growth goal reports, derived from assessment data, are also shared and discussed during Parent Teacher Conferences. These reports help parents understand where their child is performing and where they are projected to be academically at the end of the school year. Student Assistant Team Meetings (SATs) are another example of teachers and parents working together to meet the needs of students. During these meetings, strengths and weaknesses and recommendations for new strategies to be used with the child are brainstormed. Thursday Folders,

school-to-home communication envelopes, are also used to inform and encourage parental engagement and are sent home with students every Thursday. These folders include completed student work and school, district and PTO communications.

The Standing Bear Parent Teacher Organization (PTO) is an active, supportive group of parents and teachers who meet monthly to discuss school related activities, programs, and needs. This organization works closely with the school to organize and sponsor monthly family activities that provide Standing Bear students and their families with opportunities to meet one another, learn with their children and support the school. Activities include: Family Bowling, Movie and Math Nights, Book Fairs, a Sock Hop, Pancake Man, and a school carnival. School, family, and community volunteers are used to operate these fun and engaging activities. The Standing Bear PTO also provides financial assistance for transportation for field trips, safety programs, the school-wide Fun Run, seasonal classroom parties, technology, playground equipment, a walking track, and other miscellaneous purchases throughout the school year. This support provides Standing Bear with additional opportunities outside of district funded activities.

3. Creating Professional Culture:

Professional development is a key source to maintaining effective instruction at Standing Bear. The Omaha Public Schools district does an excellent job of providing teachers with opportunities for professional development; thus, allowing teachers to gain understanding of new research and how to implement it effectively. Staff follows the district Academic Action Plan of Best Instructional Practices. During grade level meetings, staff identified areas in which they felt professional development would best support their grade level team. Teachers create goals and develop action steps to assist in guiding professional development. Standing Bear develops an annual school improvement plan that focuses on the academic concerns found in the compiled results of standardized assessments from the previous school year. We believe that data driven instruction is a critical component to the success of all students. Standing Bear teachers are driven, understand instructional best practices, are knowledgeable of district standards, and have the opportunity to show leadership and collaboration among their colleagues. It is important to develop leaders within the school community. Standing Bear staff have strong skills, and teachers are willing to share their knowledge and talent with others through peer observations. Following classroom observations, staff have the opportunity to discuss and reflect on the lesson observed. Standing Bear has utilized the expertise of district support staff to provide additional professional development and coaching in those identified areas. Developing a Growth Mindset has allowed Standing Bear the opportunity to continue to grow, develop, and change so students are always getting the best instruction.

4. School Leadership:

The Standing Bear principal and other school leaders believe that communication is a critical part to a successful school environment. It is imperative the lines of communication are open to all people involved with the school and students. We are a building that works together to support the best interest of each and every child. Building a leadership team that includes administration, instructional facilitator, district support personnel, and building staff is an effective way to collaborate and plan for school improvement. The building principal and leadership team act as instructional leaders. Another key component to Standing Bear being successful is the ability to facilitate change management effectively. With all the changes occurring in education it is imperative the building leader can actively promote and manage change. This allows staff to move forward and provide solid instructional learning opportunities even when change occurs. The leadership and teacher commitment were evident even during the school closure due to the Covid-19 Pandemic. The Standing Bear principal believes that she must be visible and credible, this occurs by going into classrooms and building relationships with staff and students.

Standing Bear is full of dedicated individuals who are committed to the success of our students, including teachers, administrators, and support staff. Standing Bear leadership has high expectations and standards for both the teaching staff and students. The overall vision/goals of the school are clear and have a shared focus, which includes solid and consistent collaboration and communication. Curriculum and instruction at Standing Bear are of high quality and rigor. Teaching quality and learning are frequently monitored and discussed. Teachers and students feel they are in a supportive learning environment, which includes high levels of family involvement.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Standing Bear Elementary students and staff have a genuine love for reading. Reading is encouraged, modeled, and celebrated in all subject areas throughout the school. High interest books are abundant and available in a variety of reading levels in classrooms and in the school library. The majority of books are kept in the library and are available for teacher and student check-out. The library also contains a Hinkle House. This is a small framed house, complete with windows, siding, and shingles that serves as a Book Nook for students to read in at the end of library classes. Students love the Hinkle House and it has become so popular that the media specialist had to create a rotation schedule for students, so everyone gets an opportunity to read in the house. In addition, there is a pink free-standing porcelain bathtub with lots of comfortable pillows in it for students to sit in and read. This, too, is a popular reading area and is one of the first spaces selected during free reading time. Monthly classroom book order opportunities are available for students. These orders are optional and are well-received. There are also two Book Fairs throughout the school year. These Book Fairs are often accompanied by a character from a well-liked book and include popular, high interest books for students, staff, and families to purchase. These books sell-out quickly and are often replenished several times throughout the Book Fair. This building-wide love of reading, combined with a Balanced Literacy Model approach, has become our most important strategy for academic success. This approach includes high quality instruction supported in research based best practices. Direct and explicit instruction of literacy is provided and includes comprehension, vocabulary, fluency, phonemic awareness, phonics, word study, and writing. Differentiation of instruction is also provided to meet the needs of each child based on monitoring and assessment. Standing Bear Elementary students apply skills and strategies learned to become active, purposeful, thoughtful, and competent readers, writers, listeners and speakers and demonstrate high levels of understanding. This high level of performance ensures our students are prepared to participate as literate, contributing members in a global society with foundational skills and strategies in reading, writing, listening and speaking.