

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:	Superior Public Schools
County Dist. No.:	65-0011
School Name:	Superior Elementary School
County District School Number:	005
School Grade span:	K-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes X No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes X 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:	Doug Hoins
School Principal Email Address:	dhoins@superiorwildcats.org
School Mailing Address:	601 W. 8th Street, P.O. Box 288
School Phone Number:	402-879-3025
Additional Authorized Contact Person (Optional):	Pam Hollingshead
Email of Additional Contact Person:	phollingshead@superiorwildcats.org
Superintendent Name:	Marty Kobza
Superintendent Email Address:	mkobza@superiorwildcats.org

Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	X Yes <input type="checkbox"/> No
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Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i> <u>Pam Hollingshead</u> <u>Jennifer Utecht</u> <u>Doug Hoins</u> <u>Courtney Utecht</u> <u>Sara Fuller</u> <u>Carol Mellott</u> <u>Joe Haney</u> <u>Barb Healey</u> <u>Brian Faust</u>	Titles of those on Planning Team <u>Title 1 Reading Teacher</u> <u>Reading Interventionist</u> <u>Principal</u> <u>Resource Teacher</u> <u>Parent</u> <u>Community Member</u> <u>ESU #9 Coordinator</u> <u>Paraeducator</u> <u>Paraeducator/Community Rep</u>
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School Information
(As of the last Friday in September)

Enrollment: 233	Average Class Size: 13-24	Number of Certified Instruction Staff: 21
Race and Ethnicity Percentages		
White: 94%	Hispanic: 3%	Asian: 0%
Black/African American: 2%	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 1%	
Other Demographics Percentages		
Poverty: 47%	English Learner: 0%	Mobility: 13%

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
Acadience Reading	GOLD Assessment System/Preschool
NSCAS	
MAPS	

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

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction. Provide supporting documentation in the corresponding folder.</i></p>
<p>Students K-6 are assessed using the Acadience Reading assessment three times per year. Student performance is tracked with the Acadience Reading database. Students who are identified as “at risk” or “some risk” have Individual Reading Improvement Plans according to the Nebraska READS law. The students with IRIP have reading goals and are given extra support through reading interventions during the school year. The students are progress monitored throughout the school year. Grades 3-6 are assessed using MAPS Test. The assessment is given during the months of September and January. NSCAS testing is given during the months of March and April for grades 3-6. Acadience reports are shared with parents after each of the three benchmarks in the fall, winter, and spring. Student progress is discussed at parent/teacher conferences in the fall and winter. Individual student reports with results regarding MAPS testing and NSCAS are available to parents.</p> <p>The district has a Data Committee that analyzes student data as well as an MTSS Committee and PLC Teams that look at subgroups that are in need of extra instruction through small groups and interventions. The students in grades K-6 are also assessed using weekly tests, selection tests, unit tests, progress monitoring, and other teacher assessments that provide information for reading instruction.</p>	
1.2	<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>A climate survey was distributed by the Family and Community Committee in February 2019 to the students in grades Kindergarten through Sixth Grade. The K-4 students filled out the survey using paper and pencil and the 5th and 6th grade students did the survey online. The K-6 results were collected.</p> <p>The staff at Superior Schools was given a survey to complete regarding questions related to school improvement. The staff completed the survey online. The results of the staff survey are in the documentation folder.</p> <p>In the fall of 2019 parents filled out a climate survey online during parent-teacher conferences. The students also filled out a climate survey during the fall semester. The staff was also required to fill out a survey online. The perceptual data was distributed to the staff at an inservice. We analyzed the data from parents, students, and teacher responses.</p>	

1.3	<i>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.</i>
<p>The Schoolwide Plan correlates directly with the Continuous School Improvement Plan. Data has been analyzed and discussed at school improvement meetings. Reading comprehension has been identified as an area of needed improvement. The Schoolwide Plan will use the existing efforts, strategies, and interventions to continue improving student performance in the area of reading comprehension. In previous years the Best Practices Committee has developed a list of strategies to help increase reading comprehension.</p>	

2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.</i>
<p>The MTSS Committee and/or the Student Improvement Process Team created a schoolwide schedule and pacing guide with a required 90 minute reading block for all grades K-6th. Each grade level will have a 60-minute whole group reading session along with 30 minutes of differentiated instruction based on student needs. Additional support staff are utilized to approach the small-group differentiated instructional time as a Walk-to-Reading approach where students at various levels are supported around the building. During this differentiated time teachers are given a list of activities to make sure they have met the needs of students along with additional guidelines with activities they can add to increase skills within their groups.</p> <p>Kindergarten Sound Partners, Sound Partners, and Sound Partners Plus are used with at-risk students who are struggling with learning their sounds, letters, and words. The sequential program is used as an early intervention strategy to provide additional literacy opportunities for at-risk students. Early Interventions in Reading Levels 1 and 2 reading programs are being used with at-risk reading students who are struggling with reading skills. Edmark, Accelus, Corrective Reading, and Rewards are also being used with at-risk reading students. Six Minute Solution is being used with at-risk readers to help increase reading fluency and comprehension skills. Repeated readings and other fluency passages are also being used to help improve reading fluency skills. Students are also exposed to Readers' Theater scripts. All students are exposed to different reading activities depending on groups in interventions or enrichment activities. Students in grades K- 6 are also exposed to literacy activities during scheduled Lit/Lab blocks during the week.</p> <p>Cross-grade level student readers are being utilized throughout the building to facilitate the needs of at-risk readers. Teammates Mentoring Program is available in grades 4th and upper grade levels. PBIS program is also being implemented throughout the school building. Second Step, social and emotional learning curriculum, is being utilized this year at the different grade levels. Some at-risk students also have opportunities to work in a small group during the week with an adult/social worker that works at school two days out of the week.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>Paraprofessionals employed at Superior Elementary School meet the ESEA requirements of either 48 credit hours from an accredited college, and associate degree from an accredited college, or have passed the approved state assessments. Paraprofessionals also attend paraeducators' conferences during the school year. Paraprofessionals have attended formal reading intervention trainings at our local service unit. In addition paraprofessionals have been provided with specific intervention training and practice opportunities within the school building. Paraprofessionals are also required to attend monthly meetings with our school psychologist on a variety of impactful topics to help them succeed within the school setting.</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Superior Public Schools offer ongoing professional development that supports the administration, teachers, and paraprofessionals to serve children and their needs. All certified staff participate in high quality professional development based on proven effective strategies. Professional development opportunities are focused on meeting state standards and acquiring teaching strategies to support the schoolwide plan. Professional development meets the goals of the plan with proven strategies to benefit students. Elementary teachers attend professional development activities that provide reading strategies to strengthen the core reading program and support the schoolwide plan.</p> <p>Teachers have attended professional development activities such as: Kindergarten Sound Partners/Sound Partners/Sound Partners Plus, Early Interventions in Reading Levels 1 and 2, Language for Learning, Six-Minute Solution, DIBELS Next, Acadience Reading, Program Specific Routines/Procedures, Corrective Reading</p> <p>All teachers have received professional development training with the Marzano Instructional Framework. There is also a group of teachers that receive leadership training for PBIS (Positive Behavioral Interventions and Support) and MTSS (Multi-Tier System Support).</p>	

5. Strategies to increase parental and family engagement

5.1	<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>Parents are given an opportunity to review the parent compact and provide revisions and additions to the existing compact. The compact is reviewed and discussed briefly with parents at the parent meeting at the school's Fall Open House. The compact is printed in the student handbook which students/parents/family members receive and sign in the fall.</p>	
5.2	<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>

The Parent and Family Engagement Policy meets the Title 1 requirements. The policy is printed in the handbook along with the school-parent compact. The policy is reviewed and/or updated during the parent meeting at the annual Open House which provides parents opportunities to share their input.

5.3

Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.

Superior Elementary Open House was held on August 12, 2019. The Kindergarten Open House was held in the Kindergarten rooms from 5:30-6:30 P.M. The Parent Meeting with students and teachers in attendance was held in the elementary gym at 6:30 P.M. The principal shared information about PBIS (Positive Behavior Intervention and Supports) at the elementary level. The principal then discussed Schoolwide Title 1 Parent & Family Engagement Policy and the School/Parent Compact. At 7:00 P.M. the parents and students visited their respective classrooms where PBIS classroom expectations were discussed and then the parents and students engaged in activities that related to classroom curriculum.

In November 2019 a Family Fun Night was held at the elementary school. The students, parents, and family members were served supper along with the teachers in the high school cafeteria. Family members were then invited to the classroom where the parents and students engaged in activities that related to the curriculum.

A book fair is held before and after the elementary music concert. The parents or family members are able to look at books with their children either before or after the music concert in December. Grandparents come to visit on Grandparents' Day in April during the Week of the Young Child. They go down to the respective classroom and they participate in reading or math activities with their grandchild. Parents are always welcome in the school building at any time and are encouraged to participate in school activities and field trips.

6. Transition Plan

6.1

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). Provide supporting documentation in the corresponding folder.

A transition plan from Preschool to Kindergarten that supports children and parents has been developed and implemented in Superior Elementary School. Preschool students attending PALLS, Head Start, and Happy Time are invited at special times to visit the Kindergarten rooms during the school year. The preschool students get to share activities with other Kindergarten students. This allows the preschool students to become familiar with other elementary students, school staff members, and the layout of the school building.

Parents register their child for Kindergarten during Parent-Teacher Conferences in the winter at Superior Elementary School where the elementary office is located for the elementary students. The parents have time to visit with the secretary, school nurse, and the elementary principal. Parents are encouraged to ask questions and share concerns about their child while visiting school personnel at the elementary office.

Transition meetings with the PALLS staff and the Kindergarten teachers, Special Education

teachers, and the Speech-Language Pathologist from Superior Elementary are held in the spring. This allows the teachers to get to know the preschool students, and the teachers share information about students' characteristics, concerns, or academic skills.

During the month of May the preschool students going into Kindergarten spend a day at Superior Elementary School so that they can become familiar with the Kindergarten routine. They experience a daily routine in the classroom, get acquainted with teachers and staff, go for lunch in the school cafeteria, play with an elementary school buddy during recess, become familiar with the school building, and other experiences related to the school day.

6.2 *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). Provide supporting documentation in the corresponding folder.*

The 6th grade students transition into the junior high building. They have spring registration day/evening at the junior high school which helps them become familiar with the junior high school schedule. The students have opportunities to meet the teachers that they will have for classes during the next year in 7th grade as they register for 7th grade classes. The 6th grade students are invited to attend a Hi-Bye Dance in the spring with the 7th grade students. The 6th grade students also attend music concerts, book fairs, volleyball and basketball games, and other scheduled assemblies at the junior high school throughout the school year. The 5th and 6th grade students eat lunch with the 7th and 8th grade students. During the second semester the 6th graders leave their supplies in the lockers. They practice transitioning between subjects/classes to prepare them for 7th grade. The 6th graders also shadow the seventh graders one day during the second semester.

7. Strategies to address areas of need

7.1 *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.*

The MTSS Committee and the Student Improvement Process Team created a schoolwide schedule and pacing guide with a required 90-minute reading block for all grades K-6. Each grade level will have a 60-minute whole group reading lesson along with 30-minutes of differentiated instruction based on student need. Additional support staff are utilized to approach the small-group differentiated instructional time as a Walk-to Reading approach where students at various levels are supported around the building. During this differentiated time teachers are given a list of suggested activities to make sure they have met the needs of students along with additional guidelines of things they can add to increase skills within their groups.

A master schedule was also created for Reading Interventions. The school provides reading interventions in grades K-6 to improve skills in the area of phonemic awareness, phonics, comprehension, fluency, and vocabulary. Intervention offerings include: Kindergarten Sound Partners, Sound Partners, Sound Partners Plus, EIR Levels 1 and 2, Language for Learning, Accelus, EdMark, REWARDS, Corrective Reading Levels A-C, and Six-Minute Solution.

Students are given extra opportunities to have guidance from the teachers when needing

some extra help with their reading assignments by utilizing time before school, recess time, or after school.

Student goal setting using Acadience Reading Data is established in the fall with students who are at-risk, and they have individual reading plans required by the Nebraska Literacy Act. At-risk students are scheduled for reading interventions and all other students are scheduled for enrichment time. Data is used to drive instruction and differentiate learning. Student goal setting using MAPS data is initiated twice per year. Teachers use MAPS data to drive instruction and differentiate learning.

Superior Elementary offers a summer school/learning camp opportunity for students K-5 with emphasis on reading and math. This learning camp will last for three weeks. During the school year the students can attend an after school program called Kids' Club, and the after-school program focuses on many different activities throughout the year. Sixth graders have access to study hall at the end of the day during the school year.

Open House in the fall offers extra learning time for all of the students. The children and their parents/or family members are engaged in learning activities related to the curriculum such as reading activities, math games, scavenger hunts, or computer activities.

The students are exposed to Accelerated Reader and IXL programs at school. The students are also able to do Accelerated Reader at home as well as practice IXL activities at home for extended learning time. The students can complete reading activities at home through ConnectEd that goes along with our reading series at school. The Accelus program is also available to students throughout the school year.

Students can attend the Summer Library Program during the summer months.

8. Coordination & integration of Federal, State and local services & programs

8.1

Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.

For the 2019-2020 school year, the allotment of Title 1 funds for the Superior Public School, was \$94,839. In addition to the current year funds, Superior also had \$3,043 carryover funds. The total funds available to the Superior School District for the 2019-2020 school year were \$97,082. These funds are used to pay the salary and fringe benefits of the Title 1 teacher as well as supplies. In addition, \$16,866 of Title 11A monies and \$10,000 Title 1V monies are utilized to pay a portion of an elementary teacher's salary. This allows us to maintain classes between 13 and 24 students.

Local funds are used for staff development training opportunities in the literacy area through ESU#9. Some teachers have attended Literacy Lineup trainings including: MTSS Cadres, Data Literacy, Adolescent Literacy Project, Learning for Lifelong Readers, Nonfiction and Read Alouds, Read Well and Write Well, Reading Like a Sleuth, and Program Specific Routines and Procedures Template Training.

The district supports and encourages our staff to attend in-services provided by ESU#9 and

the Nebraska Department of Education. The MTSS Team administers Acadience Reading testing during the school year. The Acadience Reading assessment is administered three times a year to document student progress and identify those students who need extra help with literacy skills. Some staff members have been trained to use Sound Partners who need improvement in the area of phonics. Additionally, paraprofessionals and specialist teachers have completed reading interventionist trainings in the following programs: Kindergarten Sound Partners, Sound Partners Plus, Early Interventions in Reading Levels 1 and 2, Language for Learning, and Six-Minute Solution as well as Corrective Reading and REWARDS. The cost of Acadience Reading and Sound Partners programs are covered through local funding.

Our preschool program is funded through IDEA funds and local sources. The Superior PALLS preschool program is funded through Superior Public Schools and serves three and four year old children. This program serves children that have been verified with special needs and peer models. Home based children are verified birth to three years old.

Parents, community members and businesses support the educational needs of all students. High school students and teacher aides come to listen to students read. The Head Start program runs a preschool program for three and four year old children who qualify by income guidelines. Happy Time preschool is a private pay preschool for three to four year old children in the community that do not qualify for Head Start or PALLS. The PALLS program is located in the high school at Superior.

The Superior Elementary School participates in the Box Tops for Education Program and Affiliated for Foods Register for Tapes Program. The money earned from these programs are used to buy supplies and equipment for students and teachers. A yearly Book Fair is held in conjunction with the elementary winter music concert. Parents, grandparents and family members are allowed to buy books at the book fair and profits are used to purchase books and equipment. The money earned from magazine sales is used to buy school equipment.