

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-5
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Doug Hoins
School Principal Email Address:	dhoins@superiorwildcats.org
School Mailing Address:	601 West 8th Street P.O. Box 288 Superior, NE 68978
School Phone Number:	402-879-3257
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 all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
<ul style="list-style-type: none"> ● Pam Hollingshead ● Doug Hoins ● Courtney Utecht ● Jennifer Utecht ● Melissa Jensen ● Heather Blackstone ● Sara Fuller 	<ul style="list-style-type: none"> ● Title 1 Reading Teacher ● Elementary Principal ● Behavior/Resource Teacher ● Reading Interventionist ● Paraprofessional ● Resource Teacher/Community Representative ● Parent/Librarian

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 154	Average Class Size: 11-15	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 95 %	Hispanic: 2 %	Asian: 0 %
Black/African American: 2 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 2 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 49 %	English Learner: 0 %	Mobility: 7 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
Acadience Reading	
MAP testing	
NSCAS	no data due to COVID
DESSA	

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 curriculum, instruction and assessment decisions.</i></p> <p>Students K-5 are assessed using the Acadience Reading assessment three times per year. Student performance is tracked using 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 year. Grades K-5 are assessed using the MAP testing. The assessment is given during the months of October and May. NSCAS testing is given during the months of March and April in grades 3-5. 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 MAP testing and NSCAS are available to parents.</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 results of the survey were collected. The staff at Superior Schools was given a survey to complete regarding questions related to school improvement. The staff completed the survey online. 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. The data from students, parents, and teacher responses was analyzed. During the 2020-2021 school year, teachers were given an English Language Arts Questionnaire. The questionnaire was given to grades Pre-K through 12th grade. Data continues to be analyzed as the ELA SAC continues to meet throughout the school year. The CCC also did a survey evaluating district homework and grading practices. The results were shared and discussed at a staff meeting to help develop district commonality of current practices and beliefs.</p>
1.3	<p><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> <p>New teaming structures for Superior Elementary were added this 2020-2021 school year. Every certified employee will serve on at least one building-wide team. The teams will meet on Wednesdays after school and will meet from approximately 3:45-4:30. This meeting may consist of a building staff meeting, group PBIS meeting, or other professional development needs. The elementary has a Tier 1 Academic Team, a Tier 1 Behavior Team, Tier 2 & 3 Academic Team, Tier 2 & 3 Behavior Team, Academic Grade Level Team, Behavior Grade Level Team, SAT & 504 Planning Team, and an Activity Planning Team. Each team was given</p>

a meeting schedule, key goals, roles, and responsibilities. Superior Schools also have an early out on Wednesdays once a month and those afternoons are devoted to professional development activities as well as Subject Area Committees working on curriculum.

2. Schoolwide reform strategies

2.1

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

The MTSS Committee and/or the Student Improvement Process Team created a schoolwide schedule and pacing guide with a 90-minute reading block for all grades K-5. Each grade level will have a 60-minute whole group reading lesson along with 30 minutes of differentiated instruction based on student needs. Additional support staff is utilized to approach the small-group differentiated instructional time as a Walk-to-Reading approach where students at various reading levels are supported around the building. During this differentiated time the teachers are given a list of reading activities to make sure they have met the needs of the students along with additional guidelines of activities they can add to increase skills within their groups.

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. Corrective Reading, Phonics for Reading, Edmark, and Lexia are also being used with at-risk reading students. Six-Minute Solution is also being used with at-risk readers to help increase fluency and comprehension skills.

Cross-grade level student readers are being utilized throughout the building to facilitate the needs of at-risk readers. Teammates Mentoring Program is available grades 4 and up. PBIS Program is also being implemented throughout the school building. Second Step, social and emotional learning curriculum, is being utilized this year at different grade levels.

The grade level teachers and specialists are meeting on a weekly basis during PLC scheduled times to look at data on students and discuss needs or concerns of students within their reading groups or intervention groups. SIP teams also continue to meet on a weekly basis to discuss students and monitor progress of the students as they are working towards attaining their SMART goals.

3. High quality and ongoing professional development

3.1

Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

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. 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, Program Specific Routines/Procedures, Corrective Reading, Phonics for Reading, and Acadience Reading training. There is also a group of teachers that have received leadership training for PBIS (Positive Behavioral Interventions and Support), MTSS (Multi-Tiered Support System), PLC At Work, LETRS training (Science of Reading & Structured Literacy) and Crisis Prevention Institute training. Superior Public Schools has also been working in Academic Teams to update and rewrite curriculum throughout the school year. The SAC teams have been rewriting and revising curriculum during the past three years. The teams have been working in academic areas such as Social Studies, Science, Math, and this year the ELA SAC academic team has been working on updating and revising the language arts curriculum. The addition of an onsite instruction/reading coach has been added with job embedded professional development.

4. Strategies to increase parent and family engagement

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<p>Parents are given an opportunity to review the parent compact and provide revisions and additions to the existing compact. The compact is printed in the student handbook which students/parents/family members receive in August when school starts. The parents are to return the handbook signature page to the elementary office. The compact is reviewed and discussed briefly with parents during parent-teacher conferences in the fall. The parents can take the compact home and discuss it with their children. A high percentage of the compacts are usually returned with signatures by teachers, parents, and students. The compacts are kept in a binder for documentation purposes. The school compact is also listed on the school website. Yearly, the compact is reviewed and discussed briefly with parents at a parent meeting which is usually held once a year in the fall during the school's Open House. A parent is a member of the committee for the schoolwide plan.</p>	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
<p>The Parent and Family Engagement Policy meets the Title 1 requirements. The policy is printed in the handbook along with the school-parent compact. In previous years the policy has usually been reviewed and/or updated during a parent meeting that is held on the night of the school's annual Open House in the fall which provides parents opportunities to share their input. The Parent and Family Engagement Policy is also listed on the school website. A parent serves as a member of the committee for the schoolwide plan.</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. Provide supporting documentation in the corresponding folder.</i>
<p>Superior Elementary still needs to conduct a parent meeting. Usually the parent meeting is held the night of an Open House and there is a meeting in the gym before the parents go to the classrooms. Superior Elementary will post a video on their website relating to information shared at a parent meeting.</p>	

Superior Elementary Open House was held on August 12, 2020. PALLS AM students/parents visited classrooms from 5:00-5:30. PALLS PM students and parents visited classrooms from 5:30-6:00. Kindergarten students/parents visited classrooms from 5:30-5:50. First grade and third grade students/parents visited classrooms from 6:00-6:15. Second and fourth grade students/parents visited classrooms from 6:15-6:30. Fifth grades students/parents visited classrooms from 6:30-6:45. The parents and students were able to meet their classroom teachers and visit briefly with the teachers, and the students were also able to put their school supplies in their lockers.

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

In previous years a book fair has been held before and after the music concert. The parents and family members are able to look at books with their children either before or after the music program in December. Grandparents come to visit on Grandparents' Day in April during the Week of the Young Child. They go visit the respective classroom and they participate in reading or math activities with their grandchild. Also in previous years the fourth graders or fifth graders presented a Living Wax Museum during the month of April. Students and parents were invited to the presentation in the afternoon. Usually during the school year parents are welcome in the building and have been encouraged to participate in school activities and field trips.

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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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 room 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. The PALLS preschool students attend preschool at the Superior Elementary building while Head Start and Happy Time preschool students attend preschool at other buildings in the community.

Parents register their child for Kindergarten during Parent-Teacher Conferences during 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, Kindergarten teachers, Special Education Teacher, 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 the 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. Families with a student in the PALLS program are provided with a book featuring Kindergarten staff.

Kindergarten Open House is scheduled in the fall. Kindergarten students are invited to school with their parents on an evening in August before school starts. The students are allowed to put their supplies in the classroom and become familiar with the room and the teacher. The experience of Open House gives the students time to put supplies away with their parents, feel comfortable and organized for the first day of school, and receive encouragement from their parents when needing help with following directions from their teacher. On the first day of school, the whole class is able to move right into the daily routine so the students can begin their school experience with some fun activities.

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).*

The fifth grade students transition into Middle School at Superior Public Schools which consists of grades 6th, 7th, and 8th. The students have opportunities to meet the teachers that they will have for classes during the next year in 6th grade as they register for 6th grade classes. In previous years the elementary students also have attended music concerts, book fairs, volleyball and basketball games, and other scheduled assemblies at the middle school level throughout the school year.

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.*

The MTSS Committee created a schoolwide schedule and pacing guide with a 90-minute reading block for all grades K-5. Each grade level will have a 60-minute whole group reading lesson 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 Must-Do activities to make sure they have met the needs of students along with additional guidelines of reading activities they can add to increase skills within their groups. Daily intervention and enrichment time is scheduled. During this time students may get additional instruction such as reading interventions, STEAM project, novel study, research reports, etc.

A master schedule was also created for Reading Interventions. The school provides reading interventions in grades K-5 to improve skills in 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, Edmark, Lexia, Corrective Reading Levels A-C, Phonics for Reading Levels 1, 2, and 3, and Six-Minute Solution.

Students are given opportunities to have extra guidance from the teachers when needing some extra help with reading assignments by utilizing time before or after school. There is an after school program during the school year that helps students with homework assignments as well as other individualized or group activities.

Student goal setting using MAP data is initiated twice per year. Teachers use MAP data to drive instruction and differentiate learning. Student Improvement Plans that are initiated in the fall or winter after Acadience testing are also utilized to drive instruction and differentiate learning for students that are in need of extra support through reading interventions.

Students will receive take home literacy kits as well as family engagement packets.

Superior offers a summer school/learning camp opportunity for students K-4 with emphasis on reading and math. The learning camp will last for three weeks. Students can also attend the Summer Library Program during the summer months at the public library.