

Title I Schoolwide Plan

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

District Name:		Superior Public Schools	
County Dist. No.:		65-0011	
School Name:		Superior Elementary School	
County District School Number:		005	
Building Grade Span Served with Title I-A Funds:		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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____	
School Principal Name:		Jodi Fierstein	
School Principal Email Address:		jfierstein@superiorwildcats.org	
School Mailing Address:		601 W. 8th PO Box 288 Superior, NE 68978	
School Phone Number:		402-879-3357	
Additional Authorized Contact Person (Optional):		Heather Blackstone	
Email of Additional Contact Person:		hblackstone@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

The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	X Yes <input type="checkbox"/> No
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<p style="text-align: center;"><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p style="text-align: center;"> <u>Marty Kobza</u> <u>Jodi Fierstein</u> <u>Heather Blackstone</u> <u>Jennifer Utecht</u> <u>Sara Fuller</u> <u>Tricia Kuhlmann</u> <u>LaRaesha Kugel</u> <u>Natalie Faust</u> </p>	<p style="text-align: center;"><u>Titles of those on Planning Team</u></p> <p style="text-align: center;"> <u>Administrator</u> <u>Administrator</u> <u>Title I Teacher</u> <u>Instructional Coach</u> <u>Media Specialist</u> <u>Teacher</u> <u>ESU 9 Representative</u> <u>Parent</u> </p>
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<b style="color: red;">School Information <i>(As of the last Friday in September)</i>
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Enrollment: 169	Average Class Size: 12-16	Number of Certified Instruction Staff: 22
Race and Ethnicity Percentages		
White: 90%	Hispanic: 8 %	Asian: 1 %
Black/African American: 1 %	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 1 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 39 %	English Learner: 2 %	Mobility: 7.5 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS Growth	
MAP Growth	
mCLASS	

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

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

1. Comprehensive Needs Assessment

1.1	<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>
Students (K-5) are screened using the mClass reading assessment for benchmark and progress monitoring. Benchmark assessments are given three times during the school year by an assessment team. Students that have a composite score below benchmark will have an Individual Reading Improvement Plan written and monitored by a PLC team. Progress monitoring is completed by the classroom teacher and used to determine growth towards the individual goals. MAPS assessments are given at the beginning of the school year, in January, and again at the end of April. Student results are analyzed by the PLC teams, making adjustments to differentiated groups and interventions as needed. NSCAS state assessments are administered twice a year.	
1.2	<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>
In December 2022, a survey was sent out via email to K-12 parents/guardians to gather information about the needs in our district. The survey included questions regarding communication, school safety, family involvement opportunities, and curriculum. Survey Link	
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>
The district looks at benchmark, diagnostic, summative and formative assessments through their PLC groups to address any patterns within the needs across the district. That information is then used to create plans moving forward to address those needs and supports that are necessary. In this process, tier 1, tier 2, and tier 3 supports and plans are created based on data. Our Student Assistance Team also meets on a regular basis.	

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>
During weekly PLC meetings, each grade level team meets to review individual reading improvement plans and use data to determine groups for differentiated learning. Details of these services can be outlined here.	

3. High quality and ongoing professional development

3.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
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The Superior Elementary staff participate in many professional development activities to help enhance their understanding of best instruction and assist them in supporting their students. Currently, all certified elementary staff members are completing an online module of LETRS with follow up provided by our reading coach after each unit. Additionally, staff are provided support through ESU 9 for NWEA data analysis, new teacher support, content-specific training and title I support. The district also works with CLI to determine what is the best content to provide to our students to meet the rigorous state standards. Teachers in grades K-3 are receiving reading training through the UNL Nebraska WORDS grant. Staff development is provided by the WORDS trainers onsite and virtually.

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 and family members receive in August at the beginning of the school year. The parents are to return the handbook signature page to the elementary office. The compact is reviewed and discussed with parents during our annual title parent meeting on August 9, 2022. The compact is then briefly reviewed again during Fall parent/teacher conferences. The parents have access to the compact and are able to take it home to discuss with their children if they choose. The compacts are kept in a binder for documentation purposes. Additionally, the parent compact is always available on the school website. Finally, a parent is a part of our title I committee.</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>Parents are provided the parent compact at the annual title meeting. During this time they are provided the opportunity to offer adjustments to the compact. Additionally, there is a parent representative on our Title I committee to allow for an additional parent voice for the decisions regarding the parent and family engagement policies and procedures.</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>The annual Title I meeting is always held in the Fall. It was held on August 9, 2022. Links: flyer / Handout/ agenda. Kona Ice was in the parking lot as any incentive for families to attend.</p>	

5. Transition Plan

5.1	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
<p>A transition plan from preschool to kindergarten that supports children and parents has been developed and implemented. 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 current kindergarten students to become familiar with the school, staff and students. 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.</p> <p>Parents can register their preschool child for Kindergarten during winter parent/teacher conferences. During this time, parents have the opportunity to visit with the school secretary, nurse, and elementary</p>	

principal. Parents are encouraged to ask questions and/or share concerns about their child while visiting school personnel at the elementary office.

Transition meetings with PALLS staff, Kindergarten teachers, Resource teacher, and the Speech and Language Pathologist from our building are held in the spring. This allows teachers to get to know the preschool students and for their current teachers to share information about the students' personalities, concerns and academic levels. During the month of May, the preschool students attending Superior in the following year 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, eat 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.

An 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 their child's new classroom and become familiar with the classroom and teacher. This allows for the first day of school to run smoothly and to help ease anxiety for the new school experience.

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 which consists of grades 6-8. The fifth grade students spend some time in the middle school setting. Students are given a building tour by a current middle school student and have opportunities to ask questions. The 5th grade classroom teachers complete a survey on each student sharing learning strengths and helpful strategies. The 5th grade team of teachers provides some documentation in regards to educational performance, learning attributes, and the data we've used to provide differentiated instruction. In August, there is an Open House geared towards the incoming 6th graders and their families.

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.

A master schedule was created so that specialists and para educators are available to support our ELA and math blocks at all grade levels. As a part of our curriculum and assessment development, subject area committees developed outcomes and components that align with the state standards. In January 2022, we got CKLA as a new resource to use. With CKLA, our ELA blocks have a time for skills, knowledge, and writing. In our primary grades, students go to a walk-to-reading group to meet the needs of all of our students by providing small group instruction that reinforces or extends our tier 1 instruction.

For students that are below or well below benchmark, a structured reading intervention is provided. Intervention offerings include: Kindergarten Sound Partners, Sound Partners, EIR Kindergarten, EIR level 1 and 2, Language for Learning, Lexia, Corrective Reading, Phonics for Reading, 6-Minute Solutions and SPIRE. Interventionists record the minutes of instruction provided, the lesson delivered, and student engagement daily.

Students that are receiving a reading intervention also have the opportunity to participate in free, after school tutoring for 5 weeks in both the 1st and 2nd semester. A diagnostic assessment is administered to each student and used to determine areas of need. They meet with their tutor for 1 ½ hours each week. The mClass assessment is used for progress monitoring. During the fall tutoring sessions, we had 35 students that completed most of the 5 week sessions. Out of those 35, 27 students showed growth!

Elementary students have the opportunity to attend our After School Program every day after school. There are staff members available to help students with their homework.

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

7.1	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>
N/A	