

# 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 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:		John Whetzal	
Superintendent Email Address:		jwhetzal@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 &amp; at least one student if Secondary School)</i></p> <p style="text-align: center;"> <u>John Whetzal</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</b> <i>(As of the last Friday in September)</i>
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Enrollment: 196	Average Class Size: 12-16	Number of Certified Instruction Staff: 21
<b>Race and Ethnicity Percentages</b>		
White:     90%	Hispanic:     7 %	Asian:     2 %
Black/African American:     1 %	American Indian/Alaskan Native:     0%	
Native Hawaiian or Other Pacific Islander:     0%	Two or More Races:     1 %	
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty:     48 %	English Learner:     * %	Mobility:     13.9 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <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**

<b>1.1</b>	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.</i></p> <p>The Superior Public Schools are committed to using data to drive instructional decisions. Students (K-5) are screened using the DIBELS 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 grade level team. The team dives deeper into the results to analyze error patterns, determine instructional levels, and create flexible groupings to meet individual needs. Progress monitoring is completed by the classroom teacher and used to determine growth towards the individual goals. During the middle of each semester, tier 1 students are progress monitored to make sure they are on the right growth trajectory. MAPS assessments are given at the beginning of the school year, in December, and again at the end of April. Students are aware of their individual growth goals. 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. This school year the Nebraska WORDS project helped us examine our data during PLC meetings following the beginning of the year assessments.</p> <p><b>Evidence:</b>  <a href="#">Grade level PLC Calendar/Groups/Notes</a>  <a href="#">Winter MAP data</a></p>
<b>1.2</b>	<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>Surveys were sent out electronically to the staff and district patrons prior to the 2023-2024 school year starting to gather input on how to structure our instructional time on Fridays. Results indicated that we would extend our Friday to dismiss at 3:35, giving an additional hour of instruction. In the spring of 2024, Mr. Whetzal is going to send out a climate survey to district patrons to gather current information for our continuous improvement process.</p> <p><b>Evidence:</b>  <a href="#">K-5 Early Release Fridays (Responses)</a>  <a href="#">6-12 Friday Early Release (Responses)</a></p>
<b>1.3</b>	<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>As part of our school's continuous improvement plan we have developed goals that focus on increasing achievement in ELA.</p> <p><b>Priority Outcome:</b> Increase the median achievement percentile of students in ELA based on NWEA MAP Growth data scores by strengthening Tier 1 core instructional practices across PK-12 for all students.</p> <p><b>Priority Goal:</b> By the end of the 2025-2026 school year, Superior Schools will increase the median achievement percentile on NWEA ELA MAP Growth in elementary from 56% to 64%, in middle school from 32% to 42%, and in high school from 39% to 49%. This will be accomplished by utilizing</p>

professional learning to strengthen tier 1 core instruction, increasing student engagement, and improving inclusive services for students with specific learning disabilities.

The school calendar includes inservice days that focus on curriculum, assessments, and data analysis. 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 CCC (Curriculum Coordinating Council which acts as a steering committee) meets during the year to monitor progress on our subject area committees, homework policy, and standards-referenced grading. Our Student Assistance Team also meets when needed.

Evidence:

- [CLI 2023-2024 Schedule](#)
- [CCC/SAC committee membership](#)
- [School Improvement Plan](#)

## 2. Schoolwide reform strategies

<b>2.1</b>	<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>During weekly PLC meetings, each grade level team meets to review individual reading improvement plans and use data to determine groups for differentiated learning. Students with reading or behavior plans are reviewed every 3-5 weeks to determine growth and whether instructional changes need to be made based on classroom performance, DIBELS progress monitoring, and NWEA MAP results. Individual plans are kept in Otus, which allows for a running record of data over the student's history.</p> <p>All students (K-5) are given the DESSA (Devereux Student Strengths Assessment) screener twice a year. The DESSA is a brief questionnaire that asks about eight domains of student social-emotional wellness: personal responsibility, optimistic thinking, goal-directed behavior, social awareness, decision-making, relationship skills, self-awareness and self-management. Research based tier 2 and tier 3 behavioral interventions are implemented for students that have flagged with social emotional concerns.</p> <p>Evidence:  <a href="#">Otus Student Improvement Plan</a>  <a href="#">Behavioral Interventions</a>  <a href="#">Reading Interventions</a></p>	

## 3. High quality and ongoing professional development

<b>3.1</b>	<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. Recently all certified elementary staff members have completed (or are completing now if they are a new elementary teacher in our school system) 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 in year two of receiving reading training through the UNL Nebraska WORDS grant. Staff development is provided by the WORDS trainers onsite and virtually. Training has focused on DIBELS usage, instructional planning, vocabulary, comprehension, and dialogical reading.

Evidence:

[Professional Development](#)  
[Nebraska WORDS](#)

#### 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 that was held on August 17, 2023. 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. Superior Elementary School hosts three family fun nights and three parent visits throughout the school year. These are a great opportunity for students to observe home and school as partners in their education, as well as forge relationships.</p> <table border="0" data-bbox="256 1182 1336 1325"> <tr> <td data-bbox="256 1182 748 1325"> <p><u>Family Fun Nights:</u>            August 17 at 6:00 - Open House            Feb. 26 at 6:00 - Family Movie Night            May 2 at 6:00- Fun Run and BBQ</p> </td> <td data-bbox="829 1182 1336 1325"> <p><u>Parent Visits:</u>            Sept. 13 Lunch Buddy Picnic - noon            Dec. 4 Donuts with Grownups - AM            March 4 Books on Blankets - PM</p> </td> </tr> </table> <p>Evidence:  <a href="#">Title 1 Compact</a></p>		<p><u>Family Fun Nights:</u>            August 17 at 6:00 - Open House            Feb. 26 at 6:00 - Family Movie Night            May 2 at 6:00- Fun Run and BBQ</p>	<p><u>Parent Visits:</u>            Sept. 13 Lunch Buddy Picnic - noon            Dec. 4 Donuts with Grownups - AM            March 4 Books on Blankets - PM</p>
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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> <p>Evidence:  <a href="#">Title 1 Parent and Family Engagement Policy</a>  <a href="#">Annual Title Meeting Invite</a>  <a href="#">Title Meeting Attendance</a>  <a href="#">Title Plan Review</a></p>			

**4.3**

*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.*

The annual Title I meeting is always held in the Fall. It was held on August 17, 2023. This meeting is held annually with parents to inform them of the school's participation in the school-wide Title 1 program and the right of the parents to be involved. There is time for parents to ask questions of the Title 1 program and give input. At the school's open house, the Title teacher is available to visit with families.

**Evidence:**

[Annual meeting invite](#)

[Meeting Agenda](#)

[Handout](#)

## 5. Transition Plan

<b>5.1</b>	<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. Preschool students attending PALLS, Head Start and Happy Time preschools are invited 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 in the Superior Elementary building while Head Start and Happy Time preschool students attend preschool at other buildings in the community.**

**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 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. On the first Friday in May we have jump up day. The incoming kindergarten students come to school for the day and all the other grade levels spend the day with next year's teachers. Students experience a daily routine in their 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 school staff they will get to know next year.**

**An Open House is scheduled in the fall. All 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 children'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.**

<b>5.2</b>	<i>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).</i>
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**The fifth grade students transition into middle school which consists of grades 6-8. In May, the fifth grade students spend a couple hours attending classes with a 6th grade buddy. 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. All transitioning 6th grade students take a Middle School Career Development class. This class works on different interests the students have, study skills to work on, and SES lessons. For 7th and 8th grade students, we have them take different elective classes that help them explore a variety of topics they may be interested in pursuing when they get to high school. These vary from theater, band, music, Ag, art, reading, and culinary skills. Students in grade 6 have a chance to take a reading intervention class if needed. Also, students grades 7-12 do have options to take an alternated English / Math class if they qualify for it. High school seniors can take an internship class which provides speakers on a variety of career paths and job shadowing.**

## **6. Strategies to address areas of need**

<b>6.1</b>	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
<b>A master schedule was created so that specialists and para educators are available to support our ELA and math blocks at all grade levels. We continue to make small adjustments to the schedule as</b>	

educational needs change throughout the year. As a part of our curriculum and assessment development, subject area committees developed outcomes and components that align with the state standards. Reading specialists, Title 1, and Special Education teachers assist with the instruction of language arts curriculum in the classroom and in small groups. 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. These groups are flexible and adjusted according to skills needed. Some of the groups are for remediation, while others extend learning to meet the needs of high ability learners.

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. Interventionists receive training before the start of the school year on program components, delivery, and error correction.

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 DIBELS assessment is used for progress monitoring. During the fall tutoring sessions, we had 36 students that completed most of the 5 week sessions. Out of the students who were involved in our tutoring services 30 out of 36 participants saw growth in both areas of their reading scores--AND 36 out of 36 students showed growth in one area of their reading scores. Participating students were receiving Tier 1 instruction in the classroom, Tier 2/3 Intervention and/or Walk-to-Read support, and tutoring services.

Elementary students have the opportunity to attend our After School Program every day from 3:30-5:00. Part of this program consists of a homework club during which students read, practice math facts, and complete assigned work. Staff members are available for assistance.

[Elementary Master Schedule](#)

## 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	