

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 gray box and type

If there are any changes in the red boxed areas, the school MUST submit the Revised Plan to the NDE by April 1st

District Name:	Sutherland
County Dist. No.:	56-0055
School Name:	Sutherland Elementaruy
County District School Number:	56-0055-002
Grades Served with Title I-A Funds: <i>(PK is rarely served)</i>	K-6
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:	Allison Pritchard
School Principal Email Address:	allison.pritchard@spssailors.org
School Mailing Address:	P.O. Box 217 Sutherland, NE 69165
School Phone Number:	(308) 386-4656
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Ted Classen
Superintendent Email Address:	ted.classen@spssailors.org

<p align="center"><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center"> <u>Elizabeth Copeland</u> <u>Kelli Harper</u> <u>Allison Pritchard</u> <u>Jennifer Sandberg</u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> </p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"> <u>Classroom Teacher</u> <u>Parent</u> <u>Elementary Principal</u> <u>Title I Teacher</u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> </p>
---	--

School Information
(As of the last Friday in September)

Enrollment: 137	Average Class Size: 20	Number of Certified Instruction Staff: 12
-----------------	------------------------	---

Race and Ethnicity Percentages

White: %	Hispanic: %	Asian: %
Black/African American: %	American Indian/Alaskan Native: %	
Native Hawaiian or Other Pacific Islander: %	Two or More Races: %	

Other Demographics Percentages *(may be found on NEP <https://nep.education.ne.gov/>)*

Poverty: %	English Learner: %	Mobility: %
------------	--------------------	-------------

Assessments used in the Comprehensive Needs Assessment
(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

NSCAS	
NWEA MAPS	
ACADIENCE READING	
ACT	

Confirm all Instructional Paras are Qualified according to ESSA.	X Yes <input type="checkbox"/> No
--	-----------------------------------

Date Reviewed: _____

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

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>Sutherland steering committee reviews all district data in a comprehensive needs assessment. (NWEA MAP 2nd-11th, NSCAS 3-8, ACADIENCE Reading PK-6, ACT NSCAS and Graduate, Perceptual surveys). The steering committee then shares this data with staff for review. Data are disaggregated by ethnicity, male/female, Free/Reduced Lunch, Special Education. Plans are developed by both the steering committee and teachers to address what the data is showing us using the strengths, challenges and implications from Bernhard's Data Analysis for Continuous School Improvement. Decisions about goals and curricular needs are made from this data analysis. As a result of analyzing data and setting goals, a new HQIM program was purchased and implemented K-12. Additional Science of Reading Training was purchased and implemented in the district as well.</p> <p>Prior to the school year beginning, the MTSS Leadership team meets to review data from the prior spring. Students are initially identified for immediate intervention as the school year begins. Individual student plans are created for those most at risk of failing who show academic needs. Classroom teachers receive data quick looks including data for each of their students so that they can begin initial planning of instruction. Interventions are assigned for students who were below benchmarks the prior spring.</p> <p>Sutherland has developed an MTSS flow chart of assessments. DIBELS is given to students in K-6 and NWEA MAP is given to students 2-6 in the fall. An MTSS data retreat is conducted following these assessments and data is analyzed. Classroom teachers, Title I, and Special Education teachers with the elementary principal plan intervention and student instruction based on assessment performance. NSCAS data from the prior spring is considered for students in grades that took this assessment when it is available and is compared to other data. Following our MTSS Flow chart, additional assessments may be given for diagnostic purposes to help in planning intervention, small group, or classroom instruction. A schedule for progress monitoring is established. The MTSS team meets monthly with grade-level teacher teams to review progress monitoring, instruction and interventions are adjusted accordingly. IRIPS are written for students in K-3 and meetings with parents are scheduled to finalize these plans. This same assessment/data retreat process is conducted in January following winter testing (DIBELS and MAP) and in the spring following spring testing. The DESSA is also given in the fall semester and results are used to help develop plans to support students with social/emotional needs.</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.</i></p>
<p>The district conducts a parent survey at parent/teacher conferences in the fall. Parents are asked to complete the electronic survey as they enter the building for conferences. The results were analyzed by the steering committee. The results are then shared with the staff for analysis and discussion. These groups analyze the results and ideas provided, identify any areas of concern, and plan for the implementation of new ideas or ways to address parent concerns.</p> <p>A parent is included on the Title I planning committee to provide parent insight. And the Title I compact is shared at Sutherland Anchor Club (parent organization) meeting for input. Parents are also included on the steering committee, our preschool advisory committee, and our PBIS Leadership team.</p>	

A Title I meeting is also held with all parents attending the Back to School Night parent meeting. Information regarding Title I and other school programs is shared with parents. Parents are encouraged to provide feedback.

1.3

Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.

The CIP, led by the steering committee in conjunction with the staff, monitors current and trend data through a comprehensive needs assessment. Through this process, the district has identified the improvement goal: *All students will improve mathematics skills* as a focus for the Continuous Improvement Process. The district also has identified a goal to maintain: All students will improve reading comprehension across all curricular areas. The Title I program is also focused on these same areas. Our program is used to maintain the improvements in reading as we also focus on the CIP goal of improving student mathematics skills. The Title I teacher works daily in the classroom during small group reading. In this way, she is able to provide prescriptive, interventional instruction to students daily. Each year, the grade levels in which she works are determined by the needs of students with a concentration on primary foundational skills. In the same way, the Title I teacher and/or paraprofessionals work in small group math instruction determined yearly by needs. Additionally, the Title I teacher provides pull-out intervention for students either directly or through the use of trained paraeducators.

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.

Data is closely reviewed prior to the beginning of the year by the Steering Committee. The needs of all students is addressed with staff development and program planning.

Performance of subgroups that may be at risk of not meeting challenging state academic standards are carefully reviewed. The notes of this process and the data become part of the Comprehensive Needs Assessment that the Title I team then uses to target improvement strategies for those students. Through the Comprehensive Needs Assessment, students are identified as needing additional assistance. These students' needs are addressed through the MTSS process in the district. Data for students most at risk are reviewed carefully to identify academic needs. The MTSS team, consisting of the principal, Title I teacher, special education teacher, and grade level teachers meet initially when students are identified at the beginning of the year. District decision rules have been established and are used to guide instructional intervention planning. An improvement goal is set for each student and an intervention plan is designed to meet that goal. It is determined if the intervention will be in the form of intense small group instruction or individual pull out intervention. A goal is set for a period of time (usually 8 weeks) with progress monitoring assigned to determine the growth and effectiveness of the intervention. The team reconvenes in 4 weeks to assess progress and discuss issues around the intervention or student. At 8 weeks, progress monitoring data is analyzed to determine if an intervention needs to be changed or intensified in some way.

Behavior and social/emotional needs are also a part of the MTSS plan. Student groups receive

social-emotional lessons from classroom teachers using the Second Step Curriculum. Student behavioral referrals are made using the Educlimber data system. This data is frequently reviewed to help identify students with high rates of incidents and plans are made including the principal and classroom teacher. The school counselor and our mental health provider are consultants in these plans.

Social Emotional needs are also screened using the DESSA assessment. Results are used to plan support for students identified as in need. This support may come from the MTSS team, classroom teacher, Elementary Principal, School Counselor, or our Mental Health Provider.

Students are also referred to our district TeamMates program that provides adult mentors for students.

Students may also see the counselor privately for counseling sessions. The district also employs a mental health provider who provides individual sessions biweekly. The MTSS team can refer students for these services. Teachers can request assistance with social/emotional student needs using a request form created by the MTSS team.

The MTSS team and Steering Committee meet each spring to evaluate the effectiveness of our systems and growth toward our goals. The MTSS team uses the MTSS Self-Assessment form from NeMTSS.

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.*

The Steering Committee, consisting of administrators, classroom teacher representatives across grade levels, a resource teacher, the guidance counselor, and the curriculum coordinator/Title I teacher researches and identifies strategies with scientifically proven efficacy to improve student performance in goal areas. Goals are set based upon the data reviewed in the Comprehensive Needs Assessment. The committee then identifies the needed staff development to implement these strategies. A plan is created for the year and/or long-term over several years.

The district also works closely with ESU 16 to coordinate needed staff development. A spring planning meeting is held to look at current data and make plans for the upcoming school year for staff development in which the district may need support from or can coordinate with ESU 16.

All teachers participated in the review of data and its use to drive instruction in the fall following our initial fall assessments.

Staff development to improve student performance in the area of mathematics includes work with Instruction Partners to improve mathematics instruction and the alignment of lessons to the rigor of math standards. We started with creating our math vision and expectations for use of our core materials. We will also have professional development this spring in unit and lesson internalization.

As the district rolls in new, high-quality, instructional materials in the area of math, teachers have participated in program-based staff development to improve the implementation of these programs.

Staff development to support the maintenance of our reading improvement goal has included all PK-6 teachers completing LETRS training.

--

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.</i>
<p>The initial creation of the School-Parent Compact was jointly developed with the input of our parent organization, The Anchor Club. Several examples were shared with this parent group. Input and ideas from this group were used to make decisions about the final document. Yearly the compact is reviewed with this organization at their spring meeting.</p> <p>Additionally, every fall prior to the school year, the elementary hosts an open house for parents and students. Attendance has always been very high for this event. We average 85% attendance of families. The open house begins with an assembly of all families in the gym. At this time, we share information about our Title I Program. Parents are allowed to ask questions and provide feedback. The compact is also shared and discussed. The</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.</i>
<p>The Title I Parent and Family Engagement Policy was revised in June of 2018. Notice was posted to all district patrons that this policy would be revised at the June 18, 2018 meeting and all were invited to attend and provide input. The policy was discussed and revised. It was then tabled until the July 2018 meeting where it was adopted by a vote of the members of the school board of education. Again, this meeting and agenda were posted and parents and community members were invited. Parents were in attendance for both meetings to provide input. This policy is posted to Sutherland Public School’s webpage and is shared with parents at the Title I Parent Meeting.</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.</i>
<p>The annual Title I parent meeting is held in conjunction with the elementary parents' open house. On average, 85% of the elementary parents/families attend this meeting. Prior to visiting classrooms and meeting teachers, all parents participate in a parent meeting in the gym. Information about the school, upcoming year, and our Title I program is shared with them. The Title I compact goes home with parents on this night as well.</p> <p>In addition, a family night is held each spring to promote reading and math activities. Families are invited and participate in activity stations led by teachers in the areas of reading, math, fine/gross motor development.</p> <p>The district is also reaching out to all parents, including those with children birth to 5. A Smart Start Sailors night invites parents of young children to come to the school. Activities are shared with parents to foster the strong development of the children that will be coming to us in the upcoming years.</p> <p>Parent/Teacher conferences are held twice a year.</p>	

5. Transition Plan

<p>5.1</p>	<p><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>
<p><u>Sutherland Elementary has multiple strategies in place to assist with the transition of incoming students.</u></p> <p>Currently, the elementary principal participates in all IFSP and IEP meetings for students not currently entered into the school system (under 5). The principal works with ESU #16 early childhood staff to provide an easy transition into the PK-12 system. To support these incoming students, the kindergarten teacher, resource teacher, elementary principal meet collaboratively with the ESU #16 staff to create a transition plan.</p> <p><u>Our Back to School Night</u> held at the beginning of each school year includes a parent meeting with all parents including incoming new students and Kindergarten parents. In this meeting the Elementary Principal shares information unique to the district, procedures parents need to know, and information about available programs.</p> <p><u>The district has an on-site preschool which is housed directly across from the Kindergarten.</u> Incoming Kindergarteners are very familiar with the building and are comfortable here. A handbook is shared with parents to help communicate and make the transition to preschool easier.</p> <p><u>The preschool teacher makes home visits twice during the year.</u> The kindergarten teacher attends spring home visits with the preschool teacher to meet all incoming Kindergarteners and allow them to become familiar with her and ease their transition to Kindergarten.</p> <p><u>A parent meeting is conducted for all incoming Kindergarten parents.</u> This meeting assists parents in preparing their children and easing the transition to Kindergarten. This meeting is held the evening prior to Kindergarten Round-Up. The district has nearly 100% of parents participate in this activity. <u>Kindergarten Round-Up is then held for students.</u> They spend 2 1/2 hours becoming familiar with the school setting, visiting the Kindergarten classroom, and getting to know the Kindergarten teacher.</p> <p>In the fall, a back-to-school open house is conducted. Students attend with their families. After a meeting with the principal, all students visit their new classrooms and meet their new teachers.</p> <p>Our MTSS process helps to make transitions efficient and effective. <u>All teachers receive "data quick-looks" for their incoming students.</u> These include spring data (DIBELS, MAPS, NSCAS scores that are most recent) for the students, as well as comments from the prior year's teacher. Teachers can see interventions and plans that were in place for students in the prior year. The MTSS leadership team meets in the first week of school to set up and initiate immediate intervention plans that were created in the spring.</p> <p><u>When new students arrive in the district, they are given DIBELS and MAPS assessments.</u> This often helps establish information about the student before files arrive from past schools.</p>	
<p>5.2</p>	<p><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></p>
<p>Sutherland's elementary school is a PK-6 program that is housed in one building. This makes transitions to the next grade level fairly easy. Our Jr. High is also in the same building, so transitioning to middle school is eased by the fact that students have already had some of the teachers (PE, Music, Art) and are familiar with the facilities. The transition to Jr. High is a big step for our students, however. To help with this, we have</p>	

implemented activities to support teachers in knowing these students and helping the students to be more comfortable. A 6th grade orientation day is held in the spring. 6th graders have a meeting with the Jr. High principal. They get to meet all the Jr. High teachers. They transition from classroom to classroom with a three-minute passing so that they get a feel for how long passing periods are. They are also introduced to and given the 7-12 student handbook.

An MTSS transitional meeting is held with Jr. High teachers in the spring to share data and the intervention and program needs of the 6th-grade students that will be leaving the elementary and coming to them in the fall.

Additionally, our PBIS leadership team has established Sailor Crews. These teams are made up of crew leaders (an Elementary and a Secondary Staff member.) and students from each grade level. The teams meet several times throughout the year to participate in activities such as team building and mindset development. This helps students get to know the older students, talk about what to expect from Jr. and Sr. High, and get to know staff members they will have when they transition to upper grades.

6. Strategies to address areas of need

6.1	<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>
<p>The Schoolwide Plan increases the quality and amount of learning time in many ways. <u>Instructional time is protected by tightly constructed schedules that are created jointly by teachers and the administrator.</u> Time allotments for subjects such as reading and math meet a common district instructional plan. <u>Additionally, reading and math times are strongly protected.</u> Planned assemblies and interruptions are set outside these times. <u>These times are constructed so that Title I can provide small group reading instruction.</u> The Title I teacher is able to conduct one of the small groups in both Kindergarten and 1st grade as well as one other grade level determined yearly by need. The schedule is also planned to allow math support by paraeducators within the classrooms. <u>Included in the schedule is set times for interventions provided by the Title I teacher or a trained paraeducator.</u></p> <p><u>The quality of instruction for whole group, small group, and intervention is closely monitored by walk-throughs and fidelity checks, which are used for our math, reading programs, and interventions with follow-up staff development to address instructional needs.</u></p> <p><u>Summer school is also offered to students who do not meet benchmarks.</u> This increases the quality and amount of learning time beyond the regular school day. Summer sessions are taught by classroom teachers, trained paraeducators, or the Title I teacher.</p>	

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

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>

