

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:	Sutton Public Schools
County Dist. No.:	18-0002
School Name:	Sutton Elementary
County District School Number:	002
School Grade span:	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 checked="" type="checkbox"/> Yes <input 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:	Michael Shively
School Principal Email Address:	mshively@spsne.org
School Mailing Address:	1107 N. Saunders Ave Sutton, NE 68979
School Phone Number:	402-773-4423
Additional Authorized Contact Person (Optional):	Robin Griess
Email of Additional Contact Person:	rgriess@spsne.org
Superintendent Name:	Dana Wiseman
Superintendent Email Address:	dwiseman@spsne.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
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<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">Emalee Francis Shawn Carlson Robin Griess Hailey Parr Kristi Ladehoff Kim McElfresh Michael Shively</p> <p align="center">_____ _____ _____ _____ _____</p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"><u>Parent Administrator</u></p> <p align="center">_____ Literacy Specialist/Title 1 Coordinator 1st Grade Teacher 5th Grade Teacher Special Education Teacher Principal 20-21</p> <p align="center">_____ _____ _____ _____ _____</p>
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School Information
(As of the last Friday in September)

Enrollment: 208	Average Class Size: 17	Number of Certified Instruction Staff: 26
Race and Ethnicity Percentages		
White: 72 %	Hispanic: 26 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
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: 35 %	English Learner: 8 %	Mobility: less than 1 %

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

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>At Sutton Public Schools we base educational decisions on the MAP (NRT) test, NSCAS test results, and Acadience test data. The district uses a variety of data points to assess student needs. Our purpose is to use multiple data points to assess the needs of Title I subgroups. The data for the subgroups is disaggregated in the SOSR report, our MAPs NRT assessments, and Acadience. Curriculum decisions are made in response to the data from those sources. The district meets several times each school year to review all data as a part of the continuous school improvement process. The data from all subgroups is assessed during in-services. Special education staff meets quarterly to review data specific to verified students. The ESL instructor has access to training opportunities through an ELL/ESL regional coordinator out of ESU 10 in Kearney. In the district's Continuous School Improvement Plan there are teams for Data, MTSS, Instruction, and Academics. These teams work together to help drive instruction based on student assessment data and determine curriculum needs. The teams tracks subgroup data, compiles it, and distributes it to all relevant staff. Administration attends data conferences to receive training in accessing and using subgroup data. In all of the data collection points and procedures used by the district, these groups have developed a seamless communication process for including all Title I subgroups.</p> <p>Documents: Acadience Reading Status by Grade Acadience Reading Status by Demographics Fall Initial Parent Letter - IRIP MAP District Summary NDE Acadience Threshold Levels</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>At Sutton Public Schools parent and community input is very important. We conduct schoolwide parent surveys, hold annual Title 1 Parent meetings, and have an active Parent-Teacher Organization (PTO) that meets monthly to discuss student support, needs and changes within the school system. Last spring when the pandemic hit, our district was quick to assess needs for virtual learning by administering the Learning Preferences Survey and then looked at the data and communicated to staff how learning may be interrupted for students in which they serve due to virtual limitations. Throughout the pandemic our district has continued to send short surveys to parents and the community for input on issues of virtual learning and hybrid learning.</p> <p>Documents:</p>

Learning Preferences Survey Learning Preferences Survey Results PTO Secretary Notes 3-16-21	
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 Continuous School Improvement process monitors both staff and student progress and concerns. For staff, it tracks and verifies all staff development for all required areas. For students, the CSI process tracks student data on multiple levels and meets multiple times per school year. A part of that process is to assess student growth and staff development needs based upon data, surveys, curriculum, etc.</p> <p>Documents: CSI Team Descriptions CSI Model CSI Action Plan Technology Team Instruction Strategies Team Notes</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>Acadience benchmark is given to all students 3 times per year. All the students are identified through an analysis process to determine which kids have area of concern. Students that have an area of concern are progress monitored anywhere from 1-4 times per month depending on the degree of concern. Students that are progress monitored have their data reviewed quarterly during the grade level meetings to ensure growth as well as see if they meet criteria to be removed from progress monitoring.</p> <p>Wonders is the district's core-reading program. Available interventions are Corrective Reading, Phonics for Reading, Reading Mastery Signature Edition, Early Interventions in Reading, Six Minute Solutions, and Rewards. Core curriculum along with all interventions are researched based and many follow the direct instruction model. Students with increased or continued concerns are submitted to the Student Assistance Team for additional intervention methods.</p> <p>Documents: Decision Rules SAT Form</p>	

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>
<p>Sutton Public Schools annually reviews staff records to ensure that all staff meets “highly qualified” status. The district uses the criteria established on the Attestation Form as a guideline for determining compliance with</p>	

highly qualified requirements. In addition, the Continuous School improvement process tracks and verifies all staff development for all required areas. The school improvement teams meet multiple times per school year. A part of that process is to assess staff development needs based upon data, surveys, curriculum, etc.

The administration team continually provides opportunities for staff to obtain professional development in specialized areas. They bring in trainers to support all curricular areas, most recently Wonders with Daily 5 rotations and IXL Online learning. This allows for the district to continue maintaining quality instruction in the curriculums we have chosen to implement. The district has multiple full day in-services each year. These in-service trainings focus on improving teaching and learning in all areas. Staff are also encouraged and provided funding to attend workshops and trainings in their specific areas of teaching. Each staff member keeps a record of professional development they have participated in and submit that record to their building principal at the end of each school year.

Documents:

Project Para Certification Record

Individual Record of 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>Each Spring we hold our Annual Parent meeting. Parents give input on things they would like added or changed in the learning compact. It is explained to parents that some parts of the compact are required and the rest is up to them, students, and staff of our district. All suggestions and revisions are discussed prior to approval.</p>	
<p>Documents: School-Parent Compact</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 is reviewed each Spring at our Annual Parent Meeting. During the Annual Title 1 Meeting, families were presented the current policies and procedures regarding the Title 1 program through a question/answer format. At the end of the presentation, families were invited to share questions and concerns about the current program and policies. The policy is part of the Student handbook handed out in the fall and when new students enroll. The Student Handbook can also be found on our district webpage.</p>	
<p>Documents: Title 1 Parent and Family Engagement Policy</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>We hold our annual Parent meeting each Spring. We have continued to encourage several parents to attend this meeting to increase feedback and get a wider review of our current policy, compact, and overall procedures. In February 2020 we held our Annual Family Meeting after the PTO Carnival. Attendance was</p>	

lower than in the past. Our plan this year due to the Covid-19 pandemic is to host our meeting during the spring concert night. We feel that having the meeting between the K-3 and 4-6 concerts will allow us to reach more parents. We also host an open house at the beginning of the year as well as a fall and spring parent-teacher conferences to encourage parents to be more involved.

Documents:
 Sign in Sheet
 Parent Meeting Agenda

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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Our private preschool and our in-house preschool do an excellent job of helping students to transition to the public school by using curriculum that ties into the Kindergarten curriculum. The district Speech Language Pathologist is in the Beginning Early Education (BEE's) room daily. Each fall the SLP visits the private preschool to evaluate student needs. Every spring the kindergarten teachers at Sutton Public Schools meet with the in-house preschool program (BEEs), and the private preschool program to discuss needs of students that will be entering kindergarten the following fall. Kindergarten roundup is held each spring to acclimate both future kindergarteners and their parents. Each fall before school starts a kindergarten picnic is held to familiarize new kindergarteners with their teacher, fellow classmates, and school related routines and procedures, such as riding the bus. In fall 2020, the picnic was not held due to the Covid-19 pandemic. Plans are currently being made for the Kindergarten Picnic in Fall 2021.

Documents:
 Kindergarten Roundup Invitation/Letter
 Early Childhood Meeting Letter
 Kindergarten Packet Letter

5.2	<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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Sutton has several procedures in place to assist with students transitioning grade levels. Grade level transitions are held in the spring for K-5 with a step-up day the day before school is out. During step-up day, students find out their next grade level teacher, classmates, and grade level expectations. During fall in-service days 6th grade teachers and specialists meet with junior high teachers to discuss student needs. Before the start of fall classes incoming 7th graders and their parents are provided an orientation to the junior high including the opportunity to tour classrooms, review handbook and teacher expectations, and practice locker combinations.

Documents:
 7th Grade Orientation Letter

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.

Sutton Public Schools uses Wonders as our core-reading program. Students needing additional reading interventions in an additional program are taught by either a Literacy Specialist, Sped teacher or para-educator with training for that intervention.

Sutton Public Schools invites struggling students to attend summer school each summer. *Summer school focuses on reading and math and is held during the month of June. There are also some intervention groups that meet before the school day begins in order to get the extra practice/support in without pulling them from core classes throughout the day.

*Summer School was not held in 2020 due to the Covid-19 pandemic.

Documents:

Reading Specialist Schedule

Summer School Letter