

SRC Title I Schoolwide Plan

2022-2023

District Name:	Shelby-Rising City Public School
County Dist. No.:	72-0032
School Name:	Shelby-Rising City Elementary School
County District School Number:	72-0032
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:	Heather Thompson
School Principal Email Address:	hthompson@shelby.esu7.org
School Mailing Address:	650 N. Walnut St Shelby, NE 68662
School Phone Number:	402-257-5946
Additional Authorized Contact Person (Optional):	Kelly Willis
Email of Additional Contact Person:	kmwillis@shelby.esu7.org
Superintendent Name:	Tucker Tejkl
Superintendent Email Address:	ttejkl@shelby.esu7.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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u>	<u>Titles of those on Planning Team</u>
<u>Krista Osantowski</u>	<u>Parent</u>
<u>Heather Thompson</u>	<u>Administrator</u>
<u>Kelly Willis</u>	<u>Title I Teacher</u>
<u>Stacy Stewart</u>	<u>Staff/parent</u>
<u>Mandy Peterson</u>	<u>Staff</u>
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School Information

(As of the last Friday in September 2022)

Enrollment: 174	Average Class Size: 29	Number of Certified Instruction Staff:
Race and Ethnicity Percentages		
White: 78.2%	Hispanic: 21.3%	Asian: 0%
Black/African American: <1%	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: 0%
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 28.2 %	English Learner: 2.24%	Mobility: 9.2%

Assessments used in the Comprehensive Needs Assessment

(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

Acadience	NSCAS
MAP Growth	ELPA 21

1. Comprehensive Needs Assessment

1.1

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.

As outlined in our K-5 Reading Intervention Decision Rules document, fall assessments (Acadience and MAP Growth) are completed by all students when school begins in August. Results are analyzed by staff. Those students who show evidence of significant reading difficulties in relation to their peers are selected for pull-out intervention instruction. Testing data is now housed in a yearly Google Sheet which is easily accessible to all teaching staff. Classroom teachers use this student data to form ability-based groups for regular classroom whole and small group language arts and math instruction as well as intervention groups.

Individualized Reading Improvement Plans are designed for students not meeting the Fall, Winter, or Spring thresholds as outlined in the Nebraska Reading Improvement Act. These plans are shared with families via a letter from the elementary principal.

Acadience Progress Monitoring is used to ensure all students scoring “below” and “well below” benchmark continue to make the needed growth for success. The reading intervention groups are evaluated periodically based on classroom progress and the completion of Acadience benchmark assessments. Intervention groups and regular classroom groups are adjusted as indicated by the data and classroom teacher observation.

This is the second year that MAP Growth data has been used to create intervention/extension WIN (What I Need) groups for all K-5 students. These small groups meet for 15 minutes 4 days per week. Student groups are formed based on RiT band results from MAP benchmark testing results. The groups meet in 3 week rotations that focus on language arts and math skills.

K-5 teachers began teaching with the new math curriculum, Math Expressions, this year. Several sessions of in-house professional development were completed. Teachers also visited classrooms in Columbus Public Schools to see lessons in action and work with a CPS math coach. Subscriptions to Math Genius Squad were purchased for classroom teacher support in order to improve Math Expressions delivery and student learning of state standards.

A new teaching position was created for the 22-23 school year providing instruction in the areas of: K-2 technology as well as K-5 HAL, STEAM, and math intervention. The HAL and STEAM groups are meeting the needs of high ability learners. The elementary principal and math interventionist reviewed student MAP Growth data as well as classroom teacher observation and assessments to determine those students most in need of math pull-out intervention services. These small groups began meeting at the beginning of the second semester of the 22-23 school year.

Our district also includes content and grade-level based Professional Learning Communities to address curriculum, assessment, and instructional needs. The PLC groups meet weekly. They evaluate progress of student groups and examine any current benchmark or progress monitoring data for various student groups. Curriculum is reviewed to ensure alignment to state standards and proper progression of instruction to support student success across grade levels. Our Guiding Coalition group includes the PLC chairs, an ESU 7 staff developer, and administration. The Guiding Coalition provides ongoing support and analysis of PLC work.

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>School needs have been recognized and addressed through ESU 7 support with Nebraska Department of Education perceptual surveys. The SRC School Improvement Committee made surveys available to staff, students (3rd-12th grades), and parents in the fall of 2022. Spanish and English surveys were made available. This was the first set of perceptual surveys for the 2021-2026 school improvement cycle. Following completion, the survey results were reviewed during SRC CIP committee meetings. Staff determined areas of the highest concern which were shared with administration, BOE members, staff, and students. Students then participated in problem solving discussion sessions to generate ideas to improve the areas of concern identified by students. School improvement committee members and administrators attended a June work day at ESU 7. During this time stakeholder feedback was again reviewed and plans were developed to address concerns raised by stakeholders. A timeline for perceptual surveys to be administered in the remainder of the current cycle was created. Our Board of Education continues to work on strategic planning for the district.</p> <p>Our PBiS process includes yearly Self-Assessment Surveys for all staff. At our combined Family Movie Night and Annual Title I Parent Meeting, on March 24, 2023, a QR code and url were made available for parents to complete an anonymous Google Form (English and Spanish) providing comments and suggestions for family engagement activities, review of our Parent and Family Engagement Policy, and our Learning Compact. Classroom teachers also made these QR codes available to parents via Remind. This year parents had no suggested revisions for our documents. Some family engagement activity suggestions were provided.</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>The 2021-2026 school improvement cycle will follow the guidelines provided by ESU 7 personnel as outlined in their cycle flowchart. The CIP committee has worked with staff and our BOE to revise our vision statements, developed perceptual surveys that were administered to students, parents, and staff in the fall of 2022. Analysis of survey responses were shared with BOE, staff, and students. Two rounds of additional student feedback have been obtained based on the items of highest concern for students in the fall 2022 perceptual surveys. Cycle goals have been selected based on PLC input and analysis of student MAP data.</p> <p>The goals for the 2021-2026 SRC School Improvement Cycle include:</p> <p>Math Overall Goal:</p> <p>85% of students will meet/exceed their projected growth on the spring MAP Math assessment by end of 21-26 school improvement cycle</p> <p>PBiS Overall Goal:</p> <p>Guide SRC students to be respectful and responsible active learners.</p> <p>Writing Overall Goal:</p> <p>SRC teachers will develop a plan to teach and assess student writing by 2026.</p> <p>Some committee members and administration attended school improvement training provided by the Nebraska Department of Education, hosted by ESU 7 in February. The team has begun using the new NDE template for reporting our actions and progress for the 2021-2026 improvement cycle.</p> <p>School improvement committee members and administrators attended a June work day at ESU 7. During this time stakeholder feedback was again reviewed and specific plans were developed to address concerns raised by stakeholders. A timeline for perceptual surveys to be administered in the remainder of the current cycle was created. A goals poster was finalized by administration and committee members at the June ESU 7 school</p>

improvement work day. These posters will be available for display throughout the school and on the school website for the 23-24 school year.

This is the second year our district Data Team has been in place. The Data Team continues to work, with ESU 7 guidance, to develop consistent protocols for the collection and analysis of student data for all grades K-12. Currently, school administrators and our school director of technology are beginning the process of incorporating Schoozilla for data collection and analysis.

This is the fourth school year our PLCs have been in place. The PLC groups meet weekly. They evaluate progress of student groups and examine any current benchmark or progress monitoring data for various student groups. Curriculum is reviewed to ensure alignment to state standards and proper progression of instruction to support student success across grade levels. In April teachers completed updates of ELA and Math priority standards. Our Guiding Coalition group includes the PLC chairs, an ESU 7 staff developer, and administration. The Guiding Coalition provides ongoing support and analysis of PLC work. Several Guiding Coalition members attended a leadership presentation in Kearny in June.

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 needs of struggling students are met through the use of a variety of strategies in the regular classroom, with our MTSS protocols and the K-5 Reading Intervention Decision Rules. Reading needs are met primarily through interventions provided by the regular classroom teachers and pull-out assistance provided by the Title I teacher. Morning reading intervention provided by the Title I teacher is available before the school day begins and after school as needed, determined by MTSS problem solving meetings. Individualized Reading Improvement Plans are developed for those students not meeting the reading thresholds identified in the Nebraska Reading Improvement Act. Small group pull-out math intervention began being provided at the start of the second semester of the 22-23 school year. Those students identified with the need for math support participate in the Bridges Math Intervention program.

This is the second year that MAP Growth data has been used to create intervention/extension WIN (What I Need) groups for all K-5 students. These small groups meet for 15 minutes 4 days per week. Student groups are formed based on RiT band results from benchmark testing. The groups meet in 3 week rotations that focus on language arts and math skills. PLC teams review group data in order to guide instruction and curriculum. These efforts are focused on increasing improvement in areas of weakness indicated by MAP Growth and NSCAS data.

A variety of intervention materials and strategies are used based on the needs of the students being served. These materials include small group reading blocks staffed by multiple personnel, 6 Minute Solution materials, Read Naturally Live, Early Interventions in Reading, WonderWorks Interventions, Achieve the Core Materials Adaptation Project to support use of the Wonders reading program, Heggerty Primary Phonemic Awareness, Phonics for Reading Intervention, Sound Partners Intervention, the implementation of Reading Mastery, consistent progress monitoring for those students below benchmark goals, immediate instructional intervention as needs are identified, creating lower student to teacher ratios, especially targeted at K-2, and increasing the intensity of the instruction as needed to catch students who are falling behind their peers. Teachers have received training and guidance in the use of the online NSCAS item samplers to support understanding and developing reading and math strategies necessary to become successful on NSCAS.

Teachers have aligned their math and reading curricula with the current Nebraska Math and ELA Standards, and have selected priority standards in order to focus instruction on the most essential learning. District IXL

subscriptions also allow for students to practice skills above/below grade level, per individual needs. Students identified with special needs receive services as addressed in their IEPs. Both inclusion and pull out instructional opportunities are provided to students. Staff members are provided opportunities to attend workshops that address the educational needs of resource students (ie: Autism Conference). Discussions take place each May to address the needs of students that will be advancing to the next grade level to prepare teachers regarding teaching strategies that have shown success, IEP goals, differentiated lessons, accommodations and modifications, and additional information to make the transition successful for the student.

Our MTSS team is composed of the secondary and elementary principals, secondary and elementary guidance counselors, 2 secondary teachers, 1 elementary teacher and our ESU 7 school psychologist . The team meets on a regular basis and documentation is readily available on the SRC shared Google Drive for all teachers. This team provides guidance for all teachers regarding the MTSS referral process. Support materials for classroom intervention are available to all teachers in a shared Google Drive folder. This includes an MTSS referral Google Form. After a staff member completes a student referral the MTSS committee shares a student assistance Google Doc with all staff members who work with the student. This is an efficient manner to collect data regarding current in-class interventions, the student's strengths, weaknesses, and areas needing support. Problem solving meetings and follow-up meetings are held for parents and teachers to discuss student needs and develop strategies to best support the student. Students are referred for testing with the consulting ESU 7 psychologist based on individual needs when classroom interventions and strategies do not show success.

A full-time guidance counselor is available for our elementary students. Guidance lessons are provided on a weekly basis. Individualized social emotional strategies are provided for students as needed. The school's licensed mental health practitioner provides mental health services to students. SRC currently has one full time ELL teacher. Pull-out instruction is provided to students who qualify per ELPA 21 results.

Several specialists are available to meet the needs of students with individualized educational plans. These staff, consisting of a combination of district employees and ESU 7 personnel, include special education teachers, speech and language therapists, occupational therapists. This year music therapy was also made available for some students per their individualized educational plan.

Our elementary building floor plan allows all co-teachers' classrooms to be in close proximity to one another rather than spread out around the building. This allows for more efficient transitions making better use of instructional time. Summer instruction continues to be available for all Migrant and Resource students as identified in their IEP/ELL goals. Title I summer instruction continues to be evaluated from year to year with the district's available budget. With the use of ESSER funds, a summer school session with Title I service was available in June 2022 based on students' spring Acadience and MAP Growth scores and teacher observations. A summer school program was also available during June 2023, again focusing on reading and math skills. Invitations to participate have been extended based on student need per spring testing data and teacher observations.

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.

The SRC Board of Education encourages employees to attend and participate in professional development activities to maintain, develop, and extend their skills. The BOE maintains and supports an in-service program for employees. Days are included for pre-school workshops and for post-school activities. The administration develops and schedules staff development workshops as appropriate to the needs of the district. The current

school year has focused on continuing to provide staff with Marzano Instructional Model training and PLC support, staff involvement in the revision of our teacher evaluation tool, K-5 Math Expressions training, and EC LETRS training for preschool, Title 1, and some primary grade teachers, and alignment of math curriculum with state standards. Para and specialist teacher Sensory Room training was provided this year. ESU 7 training in the review of MAP scores has been provided for teachers with our PLC Data Protocol document. Funds are appropriated in the district's budget to allow staff to attend seminars, workshops, and conferences with administrative approval. PLC training for facilitators and administrators is made available through ESU 7. A presentation in Kearny was attended in June by administration and several PLC facilitators. ESU 7 and the Nebraska Department of Education also provide extensive opportunities for professional development in school improvement, early childhood education, distance learning, special education, technology opportunities, behavior management, and additional educational areas.

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 asked to provide input for the review and improvement of the Learning Compact at the Annual Parent Meeting. We coordinated this meeting with a family activity and this year the event was co-sponsored with the Shelby Community Library. At our combined Family Movie Night and Annual Title I Parent Meeting, on March 24, 2023, a QR code and url were made available for parents to complete an anonymous Google Form providing comments and suggestions for family engagement activities, review of our Parent and Family Engagement Policy, and our Learning Compact. The Google Forms were available in both English and Spanish. This year parents had no suggested revisions for our documents. Some family engagement activity suggestions were provided.</p> <p>Translators are made available for parents as needed. The classroom teachers of third, fourth, and fifth grade students ask students to contribute ideas for possible revisions each spring. The compact is included in our SRC Student Handbook which is available for families online and updated by administrators each summer. Parents and students are required to return a signed form stating that they have read and understand the contents of the handbook. The teachers have the Learning Compact posted in their classrooms where it is visible for students and staff.</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 asked to provide input for revisions to the Parent and Family Engagement Policy at the Annual Parent Meeting. This year's meeting, co-sponsored with the Shelby Community Library, was held on March 24, 2023 in conjunction with a Family Movie Night. A QR code and url were made available for parents to complete an anonymous Google Form providing comments and suggestions for revisions to the Parent and Family Engagement Policy. The Google Forms were available in both English and Spanish. This year parents had no suggested revisions for the policy. Translators are made available for parents as needed. The English and Spanish copies of the Parent Policy are distributed to families each fall in our online student handbook following any revisions that are recommended by parents, staff, or the ESU personnel. In May of 2022 ESU Title I COOP personnel provided guidance for revisions to our family engagement policy (example activities were inserted). Parents were reminded that this change was included in this year's 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>

The Title I teacher works with the Title I Planning Committee, composed of elementary staff and some parents, to plan the annual parent meeting and family engagement activities. Additionally, coordination for sending meeting invitations and sharing information regarding this meeting is the responsibility of the Title I department. ESU7 works closely with this department to provide guidance with family engagement. This year our Annual Parent Meeting was coordinated with a family activity as per the suggestions of parents and staff on the Title I Planning Committee. The Parent Meeting was combined with a Family Movie Night. Kelly Willis, Title I teacher and Heather Thompson, elementary principal, shared information with parents regarding the Learning Compact, Parent Policy, the Schoolwide Planning Committee, and Shelby Community Library literacy and learning resources and events. Spring assessment information was shared with families. A QR code and url were made available for parents to complete an anonymous Google Form providing comments and suggestions for family engagement activities, review of our Parent and Family Engagement Policy, and our Learning Compact. This year parents had no suggested revisions for our documents. Some family engagement activity suggestions were provided in the Google Form feedback.

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 variety of routines and procedures are shared with new students and their families in order to assist with their enrollment at SRC. The New Student Protocol steps are utilized by school personnel. Incoming students and their families meet with our principal and guidance counselor to assist with transition. A translator is made available if needed. Families are provided with support to complete paperwork (home language survey, medical records, etc.) and provide necessary documentation. Our school website online resources and links are explained, which includes our Student Handbook. A building tour is provided. Shelby-Rising City has a preschool program to support the education of three and four-year-olds in the district. A transition plan for preschoolers moving to Kindergarten includes visits by the kindergarten teacher to the preschool room, a parent/student Kindergarten Roundup experience, and input meetings with the preschool staff and incoming Kindergarten staff. Visits to the Kindergarten and art rooms are made toward the end of the preschool year to familiarize students with the processes of the elementary day. Additionally, preschool students have the opportunity to eat lunch at school. The individual needs of preschool students determine any additional transition plans. Students with special education, migrant, or behavioral needs may require a transition plan based on their eligibility. Services are assigned and provided based on the best actions needed to support students. MDT, IEPs, and SAT involvement are components that are included when creating transition plans. Parent, staff, and special education personnel opinions are critical in the constant revision and updating of this plan. Kindergarten teachers provide welcome letters and information to students in early August. The preschool families are invited to family engagement activities, including the Family Movie Night held on March 24, 2023 as the majority of these students typically attend kindergarten in the district. The preschool classroom is located by the kindergarten classrooms and the elementary office. Preschool students frequently see various elementary staff and students during daily activities. The regular preschool schedule includes weekly library and music lessons so students become familiar with those staff members before entering kindergarten. Elementary reading buddies meet once a month and these groupings are cross-age partnerships with K-5 students. A parent-student breakfast on the first day of kindergarten is one transition event suggested in the past by the Schoolwide Planning Committee.</p>
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>

Several steps are taken to assist our elementary students as they prepare for middle school. Staff of all the elementary grades meet as a team to discuss the needs of individual students and how to create a smooth transition to the next grade and/or building level. Classroom teaching staff, resource staff, Title I and ELL personnel meet to share information concerning student performance, behavior, and interventions that are currently in place. IEP goals and services are reviewed.

Elementary teachers have class discussions with their students in May about what to expect in their next grade. In the past the Schoolwide Planning Committee has suggested that students in grades K-4 have "Meet Your Teacher" or "Check-out Your Classroom" visits in the spring to find out about special activities and new learning goals for the next year. WIN intervention/extension groups have provided students with multiple opportunities to work with various staff members other than their homeroom teachers. Our elementary building includes a lower elementary wing with preschool through second grade classrooms located in one hallway together. The third, fourth, and fifth grades are located near one another in a second wing. This allows for more visibility and opportunities for students to become familiar with all teachers. Each spring the secondary guidance counselor visits the fifth grade students and shares information with the students about the middle school schedule, teachers, and activities. The fifth-grade students have a middle school visit which allows them to meet staff, ask questions, and learn about sixth grade classes and activities. Every August, prior to the start of school, new and returning 6th-12th grade students attend a Roll-Out night which includes updates for parents and students regarding secondary policies, procedures, and laptop distribution.

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.

Morning and after school reading intervention provided by the Title I teacher is available as needed. This additional intervention time is typically determined during MTSS problem-solving meetings based on more intense student needs. Currently 3 students participate in before school individualized intervention and one student receives additional after school intervention twice a week. High school National Honor Society student-tutors have been available on Wednesday mornings to work with various 4th and 5th grade students. These high school tutors assist paras with teacher guidance providing students with homework support and academic skills practice. High school students have also provided buddy time for elementary students in such need as identified by our MTSS Problem Solving Team. Several staff partner with the Shelby Community Library to plan and provide literacy activities for after school community Story Hour events. Staff and parent volunteers work to facilitate the Shelby-Rising City Girls on the Run program during the second semester to provide social-emotional, health, and fitness instruction to girls in third, fourth, and fifth grades. March - May during the 2022-23 school year a new parent and student after-school ELL program is being piloted. These sessions are available for ELL students and parents three times per week. Summer instruction continues to be available for all migrant and resource students as identified in their IEP/ELL goals. An elementary summer school program was held during June 2022. A summer program was held during the summer of 2022 focusing on reading and math support with 20 minute reading intervention groups for students with greater needs. A summer school program was also available during June 2023, again focusing on reading and math skills. Invitations to participate were extended based on student need per spring testing data and teacher observations.

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

7.1

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

	<i>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)	