

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:	Sumner-Eddyville-Miller Public Schools
County Dist. No.:	24-0101
School Name:	Sumner-Eddyville-Miller 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 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:	Kevin Finkey
School Principal Email Address:	kfinkey@semmustangs.org
School Mailing Address:	P.O. Box 126 Sumner NE 68878
School Phone Number:	(308) 752-2925
Additional Authorized Contact Person (Optional):	Lois McKenzie, Title 1 Teacher
Email of Additional Contact Person:	lmckenzie@semmustangs.org
Superintendent Name:	Kevin Finkey
Superintendent Email Address:	kfinkey@semmustangs.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> Sara Dodd Kevin Finkey (Superintendent & K-6 Principal) William Schmidt Lois McKenzie Deb Jones Mandy Bosak Laurie Smith Edith Bauer Sandy Boon Scott Williams Susan Evans —————	<u>Titles of those on Planning Team</u> <u>Parent Administrator</u> 7-12 Principal 3-12 Title 1 Teacher 9-12 Math, Reading 7 & K-2 Title 1 Teacher Title 1 Reading Paraprofessional/Parent Grade 4 Teacher/Learning Coach/Parent Grade 3 Teacher Paraprofessional/Parent 5-8 Mathematics & Grade 6 Reading Teacher ESU #10 Title 1 Director —————
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 112	Average Class Size: 14	Number of Certified Instruction Staff: 9.5
Race and Ethnicity Percentages		
White: 83 %	Hispanic: 15 %	Asian: %
Black/African American: 2 %	American Indian/Alaskan Native: %	
Native Hawaiian or Other Pacific Islander: %	Two or More Races: %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 63 %	English Learner: 5.4 %	Mobility: 1 %

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

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 instruction. Provide supporting documentation in the corresponding folder.</i></p>
<p>We have small classes at our school so we have the opportunity to get to know each of our students well. This enables our administration and staff members to focus on the individual needs and strengths of each student. We focus on data from the NSCAS, MAP, STAR Reading, AR, and DIBELS assessments. Our staff and administration participate in professional development opportunities on data analysis provided by ESU #10 in Kearney. The administration also provides training on how to disaggregate data and analyze it during our “in house” professional development time. These strategies help us meet the educational needs of all of our students and especially those who are failing their coursework, or are at-risk of failing to meet Nebraska academic standards. A team of teachers and administrators participate in analyzing data and utilizing assessment data effectively. These teachers and administrators are members of our CIP teams and our Strategic Leadership Committee. The Strategic Leadership Team is composed of our administrators, Title 1 teacher and Title I paraprofessional, special education teacher, MTSS team members (SAT team members are part of the MTSS team), CIP team members and other teachers. We focus particularly on students in the lowest quartile, but collaborate to determine strategies to use to meet the needs of all children in our school. Because of this data analysis, we now have a fulltime Title 1 teacher instead of a half time Title 1 teacher. The MTSS team meets monthly to examine the results of the students’ most recent reading screening tests to determine whether they are at benchmark. Implementing The Nebraska READS Act is a major topic of the MTSS team meetings. Our MTSS Plan is included in our Schoolwide Title I Plan to address the needs of all of our students ranging from the lowest quartile of students to our High Ability Learners. All of our students in grades kindergarten through sixth grade take the MAP test three times a year. One of the reports generated from the MAP data predicts how well each individual student in grades three through eight will score on the NSCAS test. The classroom teachers, Title 1 teacher, special education teacher, paraprofessionals that work with the students in the classrooms, and the administrators, examine this report. This information is shared and discussed with the parents of each student. This year we started to use a program called "Exact Path". This is a web-based program that provides an individual instructional "path" for each student based on the questions they missed on the MAP test. The student’s instructional path provides the level of instruction each student needs. The “path” may provide remedial instruction, grade level instruction, or advanced instruction. The student’s teachers can monitor the student’s progress and step in at any time to provide one-on-one instruction or assistance. Each time the student takes the MAP test, the Exact Path program alters the student’s “path” to reflect the student’s new MAP test data. The students work on their "paths" during classroom instructional time, study hall time and have access to this program at home. This program is beneficial to all students. The supporting documentation folder includes an example of an “Exact Path” report and disaggregated data from MAPS and NSCAS.</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>SEM School participated in the Nebraska Department of Education School Improvement Survey Collection process for the 2019-2020 school year. Staff Members, Elementary, Middle School, and High School Students and Elementary/Middle School and High School Parents completed SEM surveys in an online format. The</p>	

surveys were available in both English and Spanish. NDE collected the survey information and provided us with feedback in the form of graphs. Analyzing the survey results was an agenda item for a professional development day cancelled due to bad weather. Analyzing the survey results and determined the strengths and needs of our school system are on the agenda of the next professional development meeting. Our CIP Steering Committee and Strategic Leadership Team will be using these results to develop and implement strategies to improve our school system. Our CIP surveys and samples of the results are included in the supporting documentation folder. The supporting documentation folder also contains screen shots of the SEM website showing the invitation for parents to complete the surveys. After the parents clicked on the link, a list of surveys appeared. An invitation to complete the surveys was also posted on the SEM Facebook page. The staff and students were e-mailed links to use to complete the surveys. A copy of this e-mail is also in the folder.

1.3

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.

Sumner-Eddyville-Miller School is in their third year of the current CIP cycle. The school hosted an external visitation team March of 2017. The first year of the next cycle, the school staff and administration developed a new mission statement and began to investigate ways to implement the recommendations made by the external visitation team. The second year of the cycle, the school staff, administration and Strategic Leadership Team (which includes the CIP steering committee) with input from other stakeholders began to develop improvement goals. It was determined that Sumner-Eddyville Miller would have a reading goal and a mathematics goal. The third year of the CIP cycle, 2019-20 school year, we began to work on writing the action plans. The Nebraska Reading Improvement Act, enacted in 2018, influenced the action plan for reading. We focused on the reading action plan first because of the Nebraska Reading Improvement Act and discussions we had on how reading affects math and other content areas. The new reading goal is "All students will demonstrate proficiency in reading comprehension skills across content areas". A copy of the new reading action plan is in the documentation folder for this question. We have been working on the mathematics goal and action plan, but it is still in the development stage due to the school closure caused by COVID-19. One of the results of the discussion in regards to a new mathematics goal is we now have a fulltime Title 1 mathematics teacher instead of a half-time one. We are also in the process of selecting a new mathematics curriculum.

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.

Students at risk of not meeting the challenging state academic standards receive additional assistance in many ways. This year we started to use a program called "Exact Path". This is a web-based program that provides an individual instructional "path" for each student based on the questions they missed on the MAP test. The student's instructional path provides the level of instruction each student needs. The "path" may provide remedial instruction, grade level instruction, or advanced instruction. The student's teachers can monitor the student's progress and step in at any time to provide one-on-one instruction or assistance. Each time the student takes the MAP test, the Exact Path program alters the student's "path" to reflect the student's new MAP test data. The students work on their "paths" during classroom instructional time, study hall time and have access to this program at home. This program is beneficial to all students. This program helps the students to make progress on standards as well as challenging students to move toward advanced levels. We began a new program this year called ICU. This program provides the students extra time after school to complete work that is incomplete, overdue or to redo work not completed satisfactorily. The students may

also make up or retake quizzes or tests during this time. This time helps the students keep up or catch up with their classmates if they need to re-do work or are falling behind. Students can also receive extra help during this time. The classroom teacher enters the student’s name in the ICU list and the student’s parents receive a text to inform them that the child needs to come in after school to complete or redo work, retake a test or quiz or receive assistance. ICU time is usually from 3:30 to 5:00 Monday through Thursday and 2:40 to 4:00 on Friday. The school provides transportation home for those students that need it. Our Title I Teacher is available before, during, and after school to assist students and is available during the ICU time if necessary. The Title 1 teacher provides group assistance or individual assistance during the class time and individual assistance before or after school. Our school has study hall time during the last twenty minutes of each school day. The Title 1 teacher is available during this time to provide extra help. All of the elementary teachers attend MTSS meetings the first Thursday of each month. Each elementary teachers has scheduled time each day during the school day called MTSS time. This is the time the teachers implement individual interventions that resulted from the MTSS meetings. The Nebraska Reading Improvement Act and NebraskaREADS play an important role in the MTSS meetings and the resulting interventions. A copy of a blank Nebraska Reading Improvement Act form, a copy of a MTSS meeting agenda, a copy of an ICU program screen capture and a screen capture of a student’s Exact Path “Learning Path” are in the supporting documents folder for this question.

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>All of our paraprofessionals meet the ESEA requirements. The administration determines whether an applicant for a paraprofessional position meets the ESEA requirements during the employment interview process. Sumner-Eddyville-Miller’s paraprofessionals meet the ESEA requirements either through completing the required college credit hours or participating in the the Para Pro program through UNL. The supporting documentation folder for section 3.1 contains a list of Sumner-Eddyville-Miller’s paraprofessionals and their qualifications. Both Mr. William Schmidt, the high school principal and Mr. Kevin Finkey, the superintendent/elementary principal attest that all the paraprofessional meet the ESEA requirements. A signed attestation form from each of them is included in the supporting documentation folder.</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Sumner-Eddyville-Miller schools provides "in house" professional development for the staff and the staff attend professional development at other locations. ESU 10 provides a majority of the staff development for the staff of SEM. The ESU 10 staff development personnel provide staff development activities on site in Sumner and at their facilities in Kearney. A list of the staff development activities each staff member attended through ESU 10 is included in the documentation folder. Last summer two Reading Mastery trainers came to Sumner to conduct a two-day Reading Mastery training for some elementary and middle school staff. The staff included elementary and middle school teachers and paraprofessionals. This training was new for some staff and review for others. The new Reading Improvement Act was an important discussion item during this training. The Title 1 teacher attended this training. SEM has late starts every other Monday to provide professional development time for the staff. One of the professional development activities was to have every</p>	

teacher get an account on Lexile.com account and learn how to use it to determine the Lexile range of their textbooks and other student materials.

5. Strategies to increase parental and family engagement

5.1	<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>The School-Parent Compact was discussed at the annual Title 1 meeting that was held October 16th during Parent-Teacher conferences. Multiple methods were used to invite the parents to attend the meeting. Invitations to attend the meeting were sent via a notice on the school's website, a notice on the school's Facebook page, and a sign at the parent-Teacher conference sign-in table. The lower elementary teachers held Parent-Teacher conferences in their classrooms and a sign was in each of those classrooms. Copies of the School-Parent Compact were available at the sign-in table for the Parent-Teacher conferences and in each lower elementary classroom. The parents received a copy of the proposed School-Parent Compact as they signed in at the meeting (if they did not already have a copy). An interpreter was available at the meeting. The parents and staff discussed the School-Parent Compact. After the discussion, a final version of the compact was completed. This final version of the compact was then posted on the school's website in the Title 1 section. A copy of the meeting agenda, handout given the parents, sign in sheet, discussion notes and a final version of the School-Parent Compact are in the documentation folder. A second parent meeting was held March 11th during the spring Parent-Teacher conferences. This meeting followed the same agenda as the October 16th meeting. The parents were invited to attend the meeting via the same methods used for the October 16th meeting, but in addition the meeting was listed in the school's "school-reach" phone call that is received by most of the parents. Copies of the current School-Parent Compact were on a table next to the Parent-Teacher conference sign-in table and each elementary teacher had copies to give to the parents during the conferences. An interpreter was available at the meeting. The compact was discussed. No changes to the compact were requested. A copy of the meeting agenda, handout given the parents, sign in sheet and discussion notes of this meeting are in the documentation folder.</p>	
5.2	<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 Title 1 Parent and Family Engagement Policy was discussed at the annual Title 1 meeting that was held October 16th during Parent-Teacher conferences. Multiple methods were used to invite the parents to attend the meeting. Invitations to attend the meeting were sent via a notice on the school's website, a notice on the school's Facebook page, and a sign at the parent-Teacher conference sign-in table. The lower elementary teachers held Parent-Teacher conferences in their classrooms and a sign was in each of those classrooms. Copies of the Title 1 Parent and Family Engagement Policy were available at the sign-in table for the Parent-Teacher conferences and in each lower elementary classroom. The parents received a copy of the proposed Title 1 Parent and Family Engagement Policy as they signed in at the meeting (if they did not already have a copy). An interpreter was available at the meeting. The parents and staff discussed the Title 1 Parent and Family Engagement Policy. After the discussion, a final version of the Policy was completed. This final version of the policy was then posted on the school's website in the Title 1 section. A copy of the meeting agenda, handout given the parents, sign in sheet, discussion notes and a final version of the Title 1 Parent and Family Engagement Policy are in the documentation folder. A second parent meeting was held March 11th during the spring Parent-Teacher conferences. This meeting followed the same agenda as the October 16th meeting. The parents were invited to attend the meeting via the same methods used for the October 16th meeting, but in addition the meeting was listed in the school's "school-reach" phone call that is received by most of the parents. Copies of the current Title 1 Parent and Family Engagement Policy were on a table next to the Parent-</p>	

<p>Teacher conference sign-in table and each elementary teacher had copies to give to the parents during the conferences. An interpreter was available at the meeting. The Policy was discussed. No changes to the policy were requested. A copy of the meeting agenda, handout given the parents, sign in sheet and discussion notes of this meeting are in the documentation folder.</p>	
5.3	<p><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>
<p>The annual Title 1 meeting that was held October 16th during Parent-Teacher conferences. The school used multiple methods to invite the parents to attend the meeting. Invitations to attend the meeting were sent via a notice on the school's website, a notice on the school's Facebook page, and a sign at the parent-Teacher conference sign-in table. The lower elementary teachers held Parent-Teacher conferences in their classrooms and a sign was in each of those classrooms. An interpreter was available at the meeting. The agenda of the meeting, handout given to the parents, sign in sheet and discussion notes are in the documentation folder. A second parent meeting was held March 11th during the spring Parent-Teacher conferences. This meeting followed the same agenda as the October 16th meeting. The parents were invited to attend the meeting via the same methods used for the October 16th meeting, but in addition the meeting was listed in the school's "school-reach" phone call that is received by most of the parents. An interpreter was available at the meeting. A copy of the meeting agenda, handout given the parents, sign in sheet and discussion notes of this meeting are in the documentation folder.</p> <p>Sumner-Eddyville-Miller school held several Parent and Family Engagement activities. The school year started with an Open House. The administration presented a program that explained the schools mission, rules and expectations. The parents were encouraged to ask questions. The parents and students were then encouraged to tour the building. The staff were in their classrooms to meet, greet and welcome the parents and students to visit their classrooms. Extra effort was make to meet and greet the new students and their parents. On Halloween, the school hosted a "Truck and Treat" event in the school gym. Various school groups and outside groups had tables the students and parents could stop at to play games and of course receive candy. The Title 1 Math Club students had a table will a math game and candy. The school hosted "Grandparents Day" The grandparents of the students spent the day with their grandchild(ren) and participated in various activities. Each month the elementary school has an honoring ceremony for children that meet various goals. The parents are encouraged to attend these honoring ceremonies. These are just some of the Parent and Family Engagement activities the school provides.</p>	

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i></p>
<p>Sumner-Eddyville-Miller has its own preschool. Near the end of each school year, the preschool teacher conducts a preschool round up for the next school year. She posts notices on the school website, the school's Facebook page and posts flyers in the villages' post offices. She conducts a parent meeting to explain who is eligible to attend the preschool and other pertinent information about the preschool. She also gathers information about any services the children are receiving. The kindergarten room is next to the preschool room. The transition from preschool to kindergarten is smooth because the students are just moving one room down the hall. The kindergarten teacher also conducts a round up. She conducts a parent meeting to show the parents the kindergarten room, describe the kindergarten program, and hands out an information packet. The packet contains information about what a child should work on before entering kindergarten. She also gathers information about any services the children are receiving. The new student packet that parents of</p>	

new elementary students fill out when they enroll their children contains questions about their previous school and any services they may have received. The packet includes a form the parents sign to allow SEM to request records from the student’s previous school and any organization that provided services. The school personnel then contact the student’s previous school to request records, coordinate, and integrate any necessary services. The transition from lower elementary to upper elementary and middle school is mostly seamless. The kindergarten, first grade, and second grade classroom are on the first floor of the building. The third, fourth, fifth and sixth grade classrooms are on the second floor of the building. The lower and upper elementary students have the same teachers for their special classes (art, music, and PE) and use the same cafeteria, gym, art room, music room and playground. The transition to junior high is also seamless. The students in fourth, fifth and sixth grade receive some of their instruction from the junior high teachers. An example of this would be the seventh and eighth grade social studies teacher who also teaches sixth grade social studies. The students have already met and been instructed by some of the junior high teachers before they enter junior high. The school year begins with an Open House that the parents and children attend. This Open House is a time for students to meet their new teachers and other personnel. The supporting documentation folder contains a class schedule.

6.2	<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). Provide supporting documentation in the corresponding folder.</i>
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The kindergarten room is next to the preschool room. The transition from preschool to kindergarten is smooth because the students are just moving one room down the hall. The transition from lower elementary to upper elementary and middle school is mostly seamless. The kindergarten, first grade, and second grade classroom are on the first floor of the building. The third, fourth, fifth and sixth grade classrooms are on the second floor of the building. The lower and upper elementary students sometimes have activities together. An example would be Dr. Seuss’s birthday. They participate in the same activities with each other. The lower and upper elementary students have the same teachers for their special classes (art, music, and PE) and use the same cafeteria, gym, art room, music room and playground. The transition to junior high is also seamless. The students in fourth, fifth and sixth grade receive some of their instruction from the junior high teachers. An example of this would be the seventh and eighth grade social studies teacher who also teaches sixth grade social studies. The students have already met and been instructed by some of the junior high teachers before they enter junior high. The school year begins with an Open House that the teachers, parents and children attend. This Open House is a time for students to meet their new teachers and other personnel. The supporting documentation folder contains a class schedule.

7. Strategies to address areas of need

7.1	<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. Provide supporting documentation in the corresponding folder.</i>
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Sumner-Eddyville-Miller School began a new program this year called ICU. This program provides the students extra time after school to complete work that is incomplete, overdue or to redo work not completed satisfactorily. The students may also make up or retake quizzes or tests during this time. This time helps the students keep up or catch up with their classmates if they need to complete work, re-do work or receive assistance. The classroom teacher enters the student’s name in the ICU list and the student’s parents then receive a text message informing them that their child needs to come in after school to complete or redo work, retake a test or quiz or receive assistance. ICU time is usually from 3:30 to 5:00 Monday through Thursday and 2:40 to 4:00 on Friday. The school provides transportation home after ICU for the students that need it. Our Title I Teacher is available before, during, and after school to assist students. The Title 1 teacher provides

group assistance or individual assistance during the class time and individual assistance before or after school. Our school has study hall time during the last twenty minutes of each school day. The Title 1 teacher is available during this time to provide extra help. All of the elementary teachers attend MTSS meetings the first Thursday of each month. Each elementary teachers has scheduled time each day during the school day called MTSS time. This is the time the teacher implements individual interventions that resulted from the MTSS meetings. The documentation folder contains a copy of a screen capture of the ICU program.

8. Coordination & integration of Federal, State and local services & programs

8.1

Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.

We are working to improve our reading and math scores. Our Title 1 funds are designated for a teacher's salary. General and state funds ae used to assist in achieving our instructional goals and student success. The supporting documentation folder contains the teacher salary information.