

# 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:	Central City Public Schools
County Dist. No.:	4
School Name:	Central City Elementary
County District School Number:	61-0004
School Grade span:	K-4
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<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:	Neely Moser
School Principal Email Address:	nmoser@centralcityps.org
School Mailing Address:	1711 15th Ave.
School Phone Number:	308-946-3057
Additional Authorized Contact Person (Optional):	Risa Carlson
Email of Additional Contact Person:	rcarlson@centralcityps.org
Superintendent Name:	Jeff Jensen
Superintendent Email Address:	jjensen@centralcityps.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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>

Maegen Thornton  
Jeff Jensen  
Neely Moser  
Risa Carlson  
Donnette Van pelt  
Sheila Hiebner  
Brianna Burdick  
Tessa Kroksh  
B.J. Blase  
Carrie Jaixson  
Jessica Meyer  
Tyson Greenwalt

Parent  
Superintendent  
Principal  
Title One Teacher  
Reading Coach  
SPED  
Classroom Teacher  
Classroom Teacher  
Classroom Teacher  
Classroom Teacher  
Classroom Teacher  
Guidance

### School Information

(As of the last Friday in September)

Enrollment: 267	Average Class Size: 18	Number of Certified Instruction Staff: 22
Race and Ethnicity Percentages		
White: 91.7 %	Hispanic: 5.8 %	Asian: 0 %
Black/African American: .3 %	American Indian/Alaskan Native: 5.1 %	
Native Hawaiian or Other Pacific Islander: .3 %		Two or More Races: .7 %
Other Demographics Percentages		
Poverty: 44 %	English Learner: 3 %	Mobility: 11.97 %

### Assessments used in the Comprehensive Needs Assessment

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

DIBELS	
MAP	
NeSA	

*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** *Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.*

**Our DIBELS data is disaggregated according to the demographics of all students, gender and students who qualify for free and reduced priced school meals.**  
**Enrollment statistics for the 2017-2018 show that approximately 44% if the**

district's students qualify for free and reduced lunch. The graph is included from NDE to show the student characteristic of free and reduced eligibility and mobility. We also look at the student characteristic of gender and ethnicity with the MAP testing results. Gender and ethnicity are not usually a consideration when grouping students. Those not meeting state standards or scoring below grade level on MAP and/or Reading Mastery assessments are provided additional interventions through the Special Education department, Title 1A instructor, classroom teacher or paraeducator. Instructional materials and interventions are chosen with consideration for providing extra practice to those identified students. This additional support is decided with weekly collaboration meetings with classroom teachers and reading coach. Also it is decided through MTSS meetings which are held every 3 weeks. Our initial NeMTSS Leadership plan is included. This is an ongoing training with the state of Nebraska. During the last 3 years some or all of the leadership team has been sent to these trainings to complete our plan. Included is our MTSS initial form, flowchart, what Tier 1, Tier 2, and Tier 3 students receive, and a sample of our MTSS minutes. An example of our ongoing intervention spreadsheet is included. This is on a Google Doc so it is accessed by all certified school staff. It charts a student's interventions beginning in kindergarten through 4th grade. All students that receive interventions are on this spreadsheet.

**1.2** *Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.*

**We just completed our external visit last spring so our school improvement team is in the process of creating new goals. A survey was provided for parents to complete during our February Parent-Teacher conferences. That information is provided.**

**1.3** *Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.*

**Included is a list of professional development opportunities that our staff has attended. We had our AdvancedEd external visit last spring so I am including the most recent information in the process to create our School Improvement Plan. Through collaboration meetings, DIBELS progress monitoring, and assessments in our Reading Mastery reading program, we monitor students progress. Interventions are added to an ongoing Google intervention document. This document follows a student's K-6 school**

career. A list of interventions that we use is included. One of the most significant strategies used for improvement of reading skills is our involvement in and the implementation of hiring Exemplar as our reading consultant to provide continuous professional development for our Reading Mastery program. This is our third year with Exemplar. A copy of the contract and the dates that the consultant visited is included.

## 2. Schoolwide reform strategies

2.1

*Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.*

**Classroom teachers meet weekly to collaborate by grade level with alternating weeks attended by the reading coach and principal, as needed. With guidance from Exemplar, we have implemented Reading Mastery pacing guides for each reading group. ( a sample of Level 4 is included - scroll down to view all). This information is analyzed to plan appropriate interventions and group changes. We use the data from DIBELS Benchmark, Progress Monitoring, MAP and various classroom assessments such as the Reading Mastery checkouts and mastery tests. Samples of the Reading Mastery Program Assessment are included both blank and filled out.**

**We use an intervention spreadsheet on a Google Doc to record all interventions used for each student. When we identify at-risk students, we plan interventions based on the data. We record the interventions, intervention details, date started, goal, assessment measurement and any additional notes we need for each child. Then, each time we hold a collaboration meeting or an MTSS meeting we review and analyze new data on these students. We determine whether to continue with the current interventions or adapt/change the intervention when the data reflects the need for a change or if they become a Tier 3 student. These changes are noted on the intervention spreadsheet. A sample is provided of a student that is in 4th grade and has had interventions since kindergarten. Our MTSS process is included.**

## 3. Qualifications of instructional paraprofessionals

3.1

*Please provide a narrative below explaining the procedure used to make sure that all instructional*

*paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.*

**A list paraprofessionals and their qualifications is included. The paraprofessionals who participated in the appropriate components of The Paraeducator Program, developed by The Master Teacher and/or Project Para and passed the two assessments approved by NDE to fulfill the education/training requirements for Title One is also included in this section. The two assessments are 1) Reading, Writing and Mathe:Instructional Support and @) Reading, Writing, and Math: Knowledge and Application. Also included are the ongoing paraprofessional trainings.**

#### **4. High quality and ongoing professional development**

**4.1**

*Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.*

**A list of all the ongoing professional development trainings that our K-4 paraprofessionals and certified staff attended since 2015 is included in this section. All the workshops address our standards and needs assessments of fluency and comprehension. These workshops teach strategies that increase student engagement, accountability, and participation. They are organized around the Marzano framework too.**

#### **5. Strategies to increase parental and family engagement**

**5.1**

*Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

**A copy of our current School-Parent compact is included. It is annually reviewed by our team and at our Annual Literacy Night . After reviewing the compact and the parent policy, parents were given the opportunity during the evening to visit with me about this information. I had a table set up in the gym and as parents moved to the different literacy activities they could visit with me. An agenda for the meeting is included.**

**5.2**

*Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.*

**Our school board policies, "Parental Involvement in Education Practices" and "Parental Involvement in the Title I Program" are included. This policy is reviewed by the board of education each year with parent involvement during the annual meeting. Also, this policy is included in the student handbook each year and is included on the CCPS website. A screenshot is included. The policy is also provided during the Family Literacy Night at the elementary school during our annual meeting.**

**5.3** *Please provide a narrative below explaining how, when and where 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.*

**During our Family Literacy Night we bring families together for an evening of literature and fun. This year it was March 1, 2018. We all gather in the gym before the activities start. This year I presented the Title I information before the activities. Then I set up a table in gym where I had the information for the Title Schoolwide plan, parent compacts and parent policies, if the parents had any questions or input about the parent compact and policies. Plus I had other learning tips of ways they can help their child at home. The Public Library had their table right next to mine where the summer reading program was presented. During the evening we have activities in the gym as well as other places in the building. Then parents and their children return to the gym to get their free book. So as parents are in and out of the gym during the evening, they stop and visit with me and gather the information I have provided. Not only was I able to give the information to all the parents attending, I also had many stop by the table to visit and give feedback on the information.**

## **6. Transition Plan**

**6.1** *Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.*

**Future kindergarten students are invited to come to school for half a day in order to become familiar with the kindergarten teachers, classrooms, school rules and expectations. This is called Project Kindergarten. This is also a time for the teachers to get to know the students and assess their pre-reading skills to better divide the students into class. DIBELS and Language for Learning assessments are given at this time.**

**In the spring prior to registering their children, parents of incoming**

students, participate in an informal session where kindergarten requirements are explained and parent questions are answered.

Finally, an Open House is held later in the month so the students can bring their families to school.

IEP transition meetings are held : PreK to Kindergarten.

6.2

*Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for high school programs) Supporting documentation may also be placed in the corresponding folder.*

**There are multiple points of transition in the district.**

**1. IEP transition meetings: PreK to kindergarten, 4th grade teachers/SPED meet with 5th grade teachers/SPED to review incoming 5th graders. 8th grade teachers/SPED meet with 9th teachers/SPED to review incoming 9th grade students. The ongoing intervention spreadsheet created when a child enters anytime during K-6 grade is a valuable tool.**

**2. 4th grade visit the MS in late spring. They meet with 5th grade teachers, the MS principal and are given a building tour by the counselor. Parents are welcomed and encouraged to attend.**

**3. The Transitional Model is used. This is included.**

6.3

*Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary) Supporting documentation may also be placed in the corresponding folder.*

**NA**

6.4

*Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.*

**NA**

## 7. Strategies to address areas of need

7.1

*Please provide a narrative below explaining 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.*

**There is no formal before or after school program at this time. An after school program is being discussed but there is no information on that at this time. With that being said, teachers are available and encourage students to ask for assistance and provide support before and after school on as needed basis. The public library works with our PTO to**

provide a summer reading incentive program. Elementary summer school is provided to select students that need extra instruction with reading and math. A copy of our 2017 Summer School information is included. Our Summer School for this summer will be run in the same manner.

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

**8.1** *Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.*

**Our Title One Schoolwide Plan will be funded through several funding sources as Central City Public Schools integrates all revenues received from Federal, State, and Local resources. Federal resources include Title I and IDEA resources. Additional federal funding is included with our preschool partner, Central Nebraska community Services - Head Start. State Special Education funding and Early Intervention funding comprises State resources. Local sources provide funding for additional expenditures that are not covered by federal and state sources or to provide a matching source of funding for some of our services and special programs. Central City Public Schools also use state funds such as Flexible Funding for our Alternative School and other federal grants for career preparation.**