

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	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 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:	Neely Moser
School Principal Email Address:	nmoser@centralcityps.org
School Mailing Address:	1711 15th Ave. Central City, NE 68826
School Phone Number:	308-946-3057
Additional Authorized Contact Person (Optional):	Joni Huebert
Email of Additional Contact Person:	jhuebert@centralcityps.org
Superintendent Name:	Jeff Jensen
Superintendent Email Address:	jjensen@centralcityps.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

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> <u>Heather Doggett</u> <u>Neely Moser</u> <u>Joni Huebert</u> <u>Donnette Van Pelt</u> <u>Brianna Burdick</u> <u>Tessa Kroksh</u> <u>B.J. Blase</u> <u>Carrie Jaixen</u> <u>Jordan Timm</u> <u>Sheila Hiebner</u> <u>Abby Griffith</u> <u>Hannah Wegner</u> <hr style="width: 10%; margin: 0 auto;"/>	<u>Titles of those on Planning Team</u> <u>Parent</u> <u>Administrator</u> <u>Title 1 Teacher/Reading Coach/Interventionist</u> <u>Reading Teacher and Coach/Interventionist</u> <u>Kinder Team Leader</u> <u>1st Grade Team Leader</u> <u>2nd Grade Team Leader</u> <u>3rd Grade Team Leader</u> <u>4th Grade Team Leader</u> <u>SPED Team Leader</u> <u>SPED Teacher</u> <u>School Psychologist</u> <hr style="width: 10%; margin: 0 auto;"/>
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School Information
(As of the last Friday in September)

Enrollment: 256	Average Class Size:18	Number of Certified Instruction Staff: 24
Race and Ethnicity Percentages		
White: 94.5 %	Hispanic: 5.5%	Asian: 0%
Black/African American: 2 %	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 0%	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 47%	English Learner: 0%	Mobility: 4.28%

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

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>Our school uses a systematic approach for analyzing data to inform curriculum, instruction, and to make data-based decisions.</p> <p>The Acadience Data is disaggregated according to the demographics of all students, gender, and students who qualify for free and reduced school meals.</p> <p>Enrollment statistics for the 2020-2021 show that approximately 47% of the district’s students qualify for free and reduced lunch. We look at student characteristics of gender and ethnicity with the MAP testing results. However, gender and ethnicity are not a consideration when grouping students. Students 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 instructors, classroom teachers, or paraeducator.</p> <p>Instructional materials and interventions are chosen with consideration for providing extra practice to those identified students. This additional support is decided weekly during collaboration meetings with classroom teachers and reading coaches, ISPS Leadership Team meetings, and bi-monthly MTSS meetings. Our initial NeMTSS Leadership plan is included, as well as updated forms and documents. These include: MTSS forms; flowchart describing what Tier 1, Tier 2, and Tier 3 students receive; and our Central City Decision Rules documents. Also included are various data collections and documents that track student progress and interventions. These include: our Decision Tracking Spreadsheet (a GoogleDoc that lists all interventions, times, and names of students who receive extra interventions); ISPS Leadership Team agenda and notes; ‘extra interventionist’ meetings; and our mid-year Data Meeting agenda and notes.</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>We just completed our external visit this year, so our school improvement team is in the process of creating new goals. A survey was</p>	

provided for parents to complete during our February Parent-Teacher conferences. That information, as well as past surveys, are provided.

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.*

The Continuous School Improvement Plan clearly identifies on-going improvement efforts, strategies, resources, and interventions to meet the school's goals and student needs.

Included is a list of professional development opportunities that our staff has attended. We had our AdvancEd external visit this year, so the most recent information in the process to create our School Improvement Plan is included. Through collaboration meetings, Acadience benchmark assessing and progress monitoring, along with in-program assessments in our Reading Mastery reading program, student progress is monitored and analyzed to make data-based informed decisions. Interventions are documented on an ongoing Google Doc titled 'Decision Tracking Spreadsheet.' A list of interventions is also included.

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.*

Our schoolwide plan includes strategies to address the needs of *all* students in the school, but particularly those at risk of not meeting the state academic standards. The plan addresses how we regularly monitor and revise the plan based on student needs.

Classroom teachers meet weekly to collaborate by grade level with alternating weeks attended by the reading coaches. We analyze the Reading Mastery assessments, Acadience progress monitoring data, and MAP scores for each reading group to make data-based decisions for the students. (included is a sample of the Reading Mastery Assessment form). We also follow the 'Decision Rules for Reading Support' that we have created to assist in the consistency of our student support.

Our Decision Tracking Spreadsheet on a Google Doc is used to record all interventions for each student. When we identify at-risk students, we plan interventions based on the data. The intervention is recorded with the details of the intervention, date started, goal, assessment measurement, and any additional notes. This data is reviewed and analyzed during Collaboration meetings, MTSS meetings, and/or ISPS Leadership Team meetings. When the data reflects a need for a change, we either intensify or fade the intervention. These changes are documented on the spreadsheet. Our MTSS process is included.

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>Our district uses ongoing professional development and other activities to improve teachers, paraprofessionals, and other school personnel effectiveness to use data to guide instruction for all students, especially those students at risk.</p> <p>A list of the ongoing professional development trainings for our K-4 paraprofessionals and certified staff are included in this section.</p>	

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>Staff, parents, and students were involved in the development of the compact. It is included in this section.</p> <p>The Central City School Learning Compact is annually reviewed by our team and at our Annual Literacy Night. After reviewing the compact and the parent policy, parents are given the opportunity to visit about the information. An agenda for the meeting is included.</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 Title 1 Parent and Family Engagement Policy and Procedure was developed with parents and family input. It is distributed and shared with parents and is reviewed at our Annual Title 1 parent meeting.</p> <p>The Parent Involvement Policy and the District Title 1 Parent & Family Engagement Policy are included. These policies are reviewed by the board of education each year. This policy is also included in the handbook and on the CCPS website. A screenshot is included.</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>In addition to the annual Title 1 parent meeting, we schedule a Family Literacy Night. This has been more difficult due to Covid; however, during our Family Literacy Night we bring families together for an evening of literature and fun.</p> <p>All families are gathered in the gym as the Title 1 information is presented. A table is set up with the following information: Title Schoolwide plan, parent compacts and parent policies. Parents may ask questions and/or give input about the compact and policies. Other learning tips and ways for parents to help their child is also available. The</p>	

Public Library also has a table set up to explain the summer reading program.

During the evening there are literature activities throughout the school for parents and students to participate in. At the end of the evening the students receive a free book.

5. Transition Plan

5.1

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).

Our district has several transition plans for incoming students. These include activities for students, parents, and school personnel to support, coordinate and integrate our services.

In the fall, Kindergarten students are invited to come to school for half day in order to familiarize themselves with the teachers, paraprofessionals, classrooms, rules and expectations. This is called 'Project Kindergarten.' During this time the teachers meet and greet the students, as well as assess them in their pre-reading skills with Acadience screeners and Language for Learning.

Also in fall, an Open House is held prior to school starting so the students can bring their families into the school to find their classroom and meet their teacher.

In the spring prior to registering future Kindergarten students, parents participate in an informal session where the Kindergarten requirements are explained and questions are answered.

IEP transition meetings are held: PreK to Kindergarten.

5.2

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).

There are multiple points of transition within the district:

1. IEP transition meetings:

- a. PreK to Kindergarten, 4th grade teachers/SPED meet with the 5th grade teachers/SPED to review incoming 5th grade students.**
- b. 8th grade teachers/SPED meet with 9th grade teachers/SPED to review incoming 9th grade students.**

2. 4th grade students visit the Middle School in late spring. They meet the 5th grade teachers and the Middle School principal. A tour of the building is given by the counselor.

The Transitional Model is used. This is included.

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.*

During the 2018-2019 school year, we implemented an after school program. This program is held at the Merrick County Youth Center (MCYC) until 5:30 p.m. on Tuesday and Thursday each week from October through March. Third grade through sixth grade students are eligible.

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 2020 summer school information is included. Our summer school program for this summer will be run in a similar manner.