

# 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:	Cedar Bluffs
County Dist. No.:	78-107-002
School Name:	Cedar Bluffs Elementary
County District School Number:	78-107-002
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:	Ben Hansen
School Principal Email Address:	ben.hansen@cbwildcats.org
School Mailing Address:	110 E Main Street, Cedar Bluffs, NE 68015
School Phone Number:	402-628-2080
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Harlan Ptomey
Superintendent Email Address:	harlan.ptomey@cbwildcats.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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
_____ Ben Hansen Alaine Buckingham Melissa Shanahan Amber Smoot Sara Pitack  _____ _____ _____ _____ _____ _____	<u>Parent Administrator</u> Principal TITLE Parent TITLE Teacher  _____ _____ _____ _____ _____

**School Information**  
*(As of the last Friday in September)*

Enrollment: 285	Average Class Size: 20	Number of Certified Instruction Staff: 9
<b>Race and Ethnicity Percentages</b>		
White: 90 %	Hispanic: 6 %	Asian: 0 %
Black/African American: 2 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1 %
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: %	English Learner: 1.4 %	Mobility: 0 %

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

*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**

<b>1.1</b>	<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>Data at Cedar Bluffs Elementary School is disaggregated by subgroup on the NeSA, MAPs, and AIMS assessments. We use that data to determine achievement gaps. Based on this disaggregated data we have leveled reading and math groups for the students. We also implement leveled activities and L to J strategies. Student achievement data that is used at Cedar Bluffs Elementary school include NeSA, MAPs, AIMS, and leveled reading and math placement tests. Student characteristics data includes: ethnicity, gender, attendance rate, free/reduced lunch, mobility, and special education percentages. This data allows for teachers and administrators to hold weekly/monthly data meetings. These meetings assist the teachers in placing students in intense, strategic, or advanced interventions. It also leads to assisting the students throughout their education and find problem areas that need improvement. including academically and behaviorally.</p>
<b>1.2</b>	<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>A survey for Title I was handed out to parents who attended our fall parent/teacher conferences. The survey was also posted on Cedar Bluffs Public Schools district website. Twenty-five surveys were returned to the Title I department. Based on the results of the survey, parents are aware that information regarding Title I laws and regulations are located in the handbook. All of the surveys returned acknowledged that parents have seen improvement in their child’s reading and math skills and they have received progress reports showing the improvement throughout the year. Most parents desire ideas and materials for the summer to prevent their children’s skills from slipping. Parents are aware that they can contact the school for additional resources and that they can contact the Title I teacher directly if any information is needed. Surveys administered by the Advanced Ed team at Cedar Bluffs Public Schools are also looked at for input by the community, parents, staff, and students. These surveys are administered three times a year: school conferences (fall and spring), and our spring open house.</p>
<b>1.3</b>	<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>To ensure that all students become successful readers, the MAPs assessment is also administered three times a year (K-2) and twice a year (3-5) to monitor growth in reading and language arts in our students. Based on the scores from these assessments, students are placed in TITLE reading groups that need extra practice in reading skills. To ensure that all students become successful in math skills, the MAPs assessment is given three times a year (K-2) and twice a year (3-5) to monitor growth in math concepts. Based on these scores students are place in leveled mat h groups. And students who need extra support are pulled in the mornings by paras and other teachers to work on math assignments and skills.</p>

The school improvement team meets monthly to discuss what improvement efforts are being made and what is working within our district. This allows us to monitor and stay up to date on effective and ineffective strategies.

## 2. Schoolwide reform strategies

<b>2.1</b>	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.</i>
<p>Through data meetings, at risk or failing students are identified and monitored. We then put multiple strategies and programs in place to support the student. Strategies used include: the L to J model, MAPS reading and math strategies based on scores, IXL Math, leveled reading groups, leveled math groups, and small group instruction through Title I and Special Education services. Programs used include: Corrective Reading series, Early Interventions in Reading, IXL Math, A-Z Reading, Sound Partners, 95% Group, Heggerty and Number Worlds Math Intervention Series. Teachers have been trained in Great Plains Institute of Reading and Writing, and in proper method of implementing Corrective reading, Sound Partners, Early Interventions in Reading, Number Worlds, and IXL Math.</p> <p>Our students are also able to meet with our school counselor regarding the struggle of meeting state standards and the emotions that come along with that struggle. We also have a mentoring program set up for struggling students to work with high school students to assist with reading and math skills. This mentoring program is monitored by our after-school program that takes place every day. Our after-school program also allows struggling and high achieving students extra time to finish homework and class materials with educator assistance.</p> <p>School administrators and the Title I teacher monitor these strategies through evaluations of programs being used. Monitoring also takes place through assessment data and classroom performance.</p>	

## 3. High quality and ongoing professional development

<b>3.1</b>	<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>The school improvement plan was used to initiate professional development on effective reading and math strategies. A new reading intervention series was purchased in the 2014-2015 school year and a new math intervention series was purchased in the 2015-2016 school year. Training was provided for both of these intervention series. Teach in-services this year have been about improvement of reading skills and math skills, along with technology, curriculum, and integrating them. For our additional school improvement goal of “Increased responsibility for all students,” all staff members have been and will continue to participate in on-going training and professional development.</p>	

## 4. Strategies to increase parent and family engagement

<b>4.1</b>	<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>
Parent compacts are reviewed at the beginning (fall meeting) and the conclusion (spring meeting) of each school year. This assures collaboration between all parties in regards to individual responsibilities. The compact is given in the student handbook. It is signed by student, parent, and teacher.	
<b>4.2</b>	<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>
There is an annual spring meeting for Title I scheduled in the spring 2021 in which the parent policy will be updated and reviewed. The parent policy is available to parents on the school's website, the student handbook and, through Title I meetings.	
<b>4.3</b>	<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>
There is an annual spring meeting for Title I scheduled in the spring 2021 in which the parent policy will be updated and reviewed. The parent policy is available to parents on the school's website, the student handbook, and through Title I meetings. At the annual parent meeting, staff will be introduced, student progress discussed if in need of an update, assessment types discussed, parent involvement is discussed, along with student and parent rights.	

## 5. Transition Plan

<b>5.1</b>	<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>
The transition plan includes a letter to head start and kindergarten round-up. We also have a transition checklist for preschoolers entering into kindergarten.	
<b>5.2</b>	<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>
The transition from elementary to middle school is a year long continuous process. Students take walk-throughs of the middle school and meet each middle school teacher repeatedly throughout the year. They are also provided the chance to practice locking and unlocking lockers at our semi-annual open house and are given laptops to aid them in completing homework. High school students have access a Career Counselor, are given the opportunity for college visits, to take the ACT and or practice ACT's, and a career day in the school takes place. ELL high school students who have just graduated have the opportunity to receive post high school assistance to help them succeed in the workforce.	

## 6. Strategies to address areas of need

<b>6.1</b>	<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.</i>
Cedar Bluffs Elementary School has an after school program that allows students to increase their learning time in their area of need. Teachers are available to extend learning time for students who are struggling. We also	

offer summer school for our students in the areas of reading, math, science, and specialty areas. We have seven paraprofessionals that meet NCLB requirements that work with students who need extra help in the areas of reading and math.