

# 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*

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| District Name:  | Centennial Public School  |
| County Dist. No.:   | 80-0657   |
| School Name:  | Centennial Elementary   |
| County District School Number:  | 80-0657   |
| School Grade span:  | K-6   |
| 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<br><input type="checkbox"/> Math<br><input type="checkbox"/> Other<br>(Specify) _____ |
| School Principal Name:  | Marni Parrack   |
| School Principal Email Address:   | marni.parrack@centennialbroncos.org   |
| School Mailing Address:   | 1301 Centennial Avenue<br>P.O. Box 187<br>Utica, NE 68456-0187  |
| School Phone Number:  | 402-534-2321  |
| Additional Authorized Contact Person (Optional):  | Linda Rafert  |
| Email of Additional Contact Person:   | linda.rafert@centennialbroncos.org  |
| Superintendent Name:  | Tim DeWaard   |
| Superintendent Email Address:   | tim.dewaard@centennialbroncos.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><br><i>(include staff, parents &amp; at least one student if Secondary School)</i>  | <u>Titles of those on Planning Team</u>  |
|--|--|
| Megan McBride<br>Anne Harley<br>Jarrett Fowler<br>Jan Buss<br>Alex Anstine<br>Linda Rafert<br>Marni Parrack<br>Colette Stelling<br>April Kelley<br><br>_____<br>_____<br>_____ | <br><u>Parent</u><br>Instructional Coach<br>2nd Grade Teacher<br>4th Grade Teacher<br>Special Education Teacher<br>Title I Teacher<br>Principal<br>Community Member/Parent<br>ESU 6<br><br>_____<br>_____<br>_____ |

### School Information

*(As of the last Friday in September)*

|  |                                     |   |
|--|-------------------------------------|---|
| Enrollment: 197                                | Average Class Size: 28              | Number of Certified Instruction Staff: 22 |
| <b>Race and Ethnicity Percentages</b>          |                                     |   |
| White: 92 %                                    | Hispanic: 1 %                       | Asian: 0 %                                |
| Black/African American: 3 %                    | American Indian/Alaskan Native: 3 % |   |
| Native Hawaiian or Other Pacific Islander: 0 % | Two or More Races: 0 %              |   |
| <b>Other Demographics Percentages</b>          |                                     |   |
| Poverty: %                                     | English Learner: %                  | Mobility: %                               |

| <b>Assessments used in the Comprehensive Needs Assessment</b><br><i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i> |                 |
|---|-----------------|
| <b>NeSA</b>   | <b>NWEA MAP</b> |
| <b>DIBELS</b>   | <b>STAR</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

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| <b>1.1</b>   | <i>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.</i> |
| Teachers, administrators, and the instructional coach met in PLCs to analyze individual student data. Student data is disaggregated and reviewed for each student, analyzing growth following the preceding instruction. |   |

Changes of placement, instructional approach, or intervention are made as needed, based on analysis of the current data and the accompanying discussion. The analysis includes both formal assessment data such as DIBELS and MAP progress monitoring scores, unit assessments, mastery test, and reading checkout scores, as well as informal data such as quality of homework completion, days absent, and behavior concerns which influence progress.

Disaggregated Groups/Subgroups:

1. Socioeconomic Status
2. Gender
3. Special Education
4. Ethnicity
5. Mobility

**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.*

As part of the continuous school improvement process, a climate survey of Centennial Public School parents was taken most recently during the spring of 2018. Parents were notified of the survey via our school notification system, delivering emails and text messages to parents with a link to the survey. 103 parents participated in the process. Results of the survey have been analyzed by the steering committee and changes are currently being implemented systemwide based on the results of the analysis.

**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.*

Improvement of reading and improvement of number sense are the two school improvement goals for Centennial Public School. These goals were identified through data disaggregation and results of surveys administered to the various stakeholders within the district.

Our district continues to strive to make improvements in the area of English/Language Arts. Our elementary schedule allows for a 90 minute reading block and 30 minute extended ELA time each day. Our staff works hard to allow for flexibility in meeting the learning needs of each individual student. We continue to review and analyze data to determine if our ELA needs are meeting the needs of our students. Our district is due for a new ELA adoption in the 2019-2020 school year.

Interventions have also been put into place to assist those children who are below benchmark. Teachers use programs such as Connections, REWARDS, Sound Partners, Stepping Stones, and Six Minute Solutions. Other programs and strategies are also being used.

We run a summer school each summer for those children considered most at risk of falling behind their grade level peers. The program focuses on improvement of reading and math skills. The goal for the summer program is to move these children forward in their reading skills during a time they normally would not be receiving reading instruction.

Our schoolwide Title I implementation enhances the current School Improvement efforts by allowing for improved consistency, collaboration, and flexibility across grade levels. All staff are now better able to deliver purposeful and carefully selected research based instruction and interventions to each student in need.

## 2. Schoolwide reform strategies

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| <b>2.1</b>  | <i>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.</i> |
| <p>Centennial Public School has worked hard to provide additional assistance and opportunities for all students in the school. We address the needs of the at risk population through additional instruction, individual or small group intervention using scientifically based programs such as Connections, REWARDS, Sound Partners, Stepping Stones, Six Minute Solutions, Corrective Reading Decoding and Comprehension. We employ a behavioral counselor at Centennial to help us address the behavioral, emotional, and family needs of children/families.</p> <p>We have ensured professional development and training for all staff has been incorporated into what we do and will continue to provide high quality staff development in the future. Extra instructional time, extensive professional development, and high quality programs will provide the opportunity for students who are at risk of not meeting the state standards to make significant progress.</p> <p>Implementation of the schoolwide program at Centennial allows for greater flexibility in the use of faculty to provide instruction. This includes, but is not limited to, such things as team teaching, greater use of technology when appropriate, smaller group sizes for children at risk and very targeted interventions for those students most at risk or who need extra instruction to move forward from where they are currently performing.</p> <p>We continue to meet at least monthly in PLCs to address needs of all children in the school by analyzing student data collected via assessments and teacher observation. The information shared through these PLCs allows teachers to collaborate on how to best meet the needs of the low achieving and at risk students.</p> |  |

## 3. Qualifications of instructional paraprofessionals

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| <b>3.1</b>  | <i>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.</i> |
| <p>Centennial Public School paraprofessional educators are highly qualified under ESEA. All paraprofessionals are provided professional development through Centennial Public School, Educational Service Unit #6, and other local and state organizations such as the Nebraska Council of School Administrators.</p> <p>All paraprofessional at Centennial have taken and successfully completed the three portions of the Project PARA training. This makes them NCLB "highly qualified." The skill gained through these trainings are considered in placement of paraprofessionals and utilized to assist students daily.</p> <p>Paraprofessionals working in reading receive on-going training in this area. In addition, all paraprofessionals working with students with identified needs receive training in meeting the needs of those students, whether it be in the academic, physical, or emotional realm.</p> |   |

## 4. High quality and ongoing professional development

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| <b>4.1</b>  | <i>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.</i> |
| <p>Centennial Public School strives to use scientifically based research strategies as the instructional foundation in all PK-12 classrooms. We are committed to the Marzano Institute through ESU #6. It involves training on and implementation of the framework outlined by Robert Marzano in "The Art and Science of Teaching." The training began with Dr. Marzano at ESU #6 during the summer of 2011 and continues into the current school year. Administrators at Centennial established the expectation that these strategies be used routinely by every teacher and have recently restructured the evaluation process to align with Marzano's Instructional Strategies.</p> <p>Teachers regularly participate in trainings in relation to effective reading strategies as well as in areas such as differentiation of instruction. Our efforts are directed at better meeting the needs of today's learners as opposed to those students we have taught in days gone by.</p> <p>Through the years, Centennial teachers have received training in areas of identified need. That training is received on site, at any of the Service Units in the state, conferences held in state, conferences held at the national level, through the Department of Education, at neighboring schools, or anywhere they can access that training. Expenses are paid by Centennial and release time is granted if needed.</p> |   |

## 5. Strategies to increase parental and family engagement

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| <b>5.1</b>   | <i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>  |
| <p>Centennial currently uses a Parent-Student-Teacher Compact with all students. Parents, students, and teachers developed this compact, which is reviewed annually. The Title I teacher and classroom teachers review each Parent-Student-Teacher Compact regularly to ensure all parties are fulfilling their responsibilities. All parties sign a copy of the Compact, which is kept on file at the school.</p>   |  |
| <b>5.2</b>   | <i>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.</i> |
| <p>Parent involvement in student learning and academic progress is vital to the success of each student. It has long been the practice at Centennial Public School to involve parents in many aspects of the school. Parents are invited and encouraged to participate in ongoing opportunities focusing on their child's education.</p> <p>Parental activities include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Development, update, and implementation of our Parental Involvement Policy;</li> <li>2. Attendance at our Parent/Teacher Conferences twice a year;</li> <li>3. Sitting on the Preschool Advisory Committee;</li> <li>4. Attendance at our Annual Title I Meeting;</li> <li>5. Attendance at our Family Nights for PK-6 (three times a year);</li> <li>6. Parents are welcome to volunteer in our classrooms when available to do so.</li> </ol> <p>We are constantly seeking parent input that can be used to provide more specific information regarding the role parents can play in the education of their child. We provide suggestions and materials that can be used at</p> |  |

home by parents to assist in the educational process. As always, we continue seeking parental input when developing, implementing, and evaluating the schoolwide plan.

**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.*

Our Title I Parent Involvement Policy is on the agenda for review at our annual Title I meeting. Following the meeting, the Centennial Public School Board of Education approves annually the Parent/Guardian Involvement and Participation Policy and the Title I Parent Involvement Policy when they approve the Student/Parent Handbook at the June Board Meeting.

## 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.*

Centennial opened the Lil' Broncos Preschool in August of 2010. As part of that addition, we developed a transition plan for students exiting the preschool for kindergarten. The transition includes visitation by the preschool students to the kindergarten classroom before the end of the current school year, occasional visits to the preschool classrooms by the kindergarten teachers so they can interact with the students, a kindergarten round-up program in the spring that brings the parents to the school, Step-Up Day during which current students visit their teacher and classroom for the upcoming year, and fall visitation evening for parents and students at the start of the school year.

**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.*

Centennial Elementary has had a Step-Up Day for many years at the end of the school year. On this day, students visit classrooms for the upcoming school year, interact with their new teachers, and have the chance to gain information about the new grade level. All students participate, including the sixth grade students moving to seventh grade. These students meet with the 7-12 principal and guidance counselor to discuss the differences and similarities between elementary and their transition into 7th grade.

**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.*

**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.*

## 7. Strategies to address areas of need

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| <b>7.1</b>  | <i>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.</i> |
| <p>Beginning with the 2010-2011 school year, Centennial opened an on-site preschool for children ages 3 and 4. After securing a grant through the Nebraska Department of Education, staff was hired, curriculum was adopted, and facilities were remodeled. In the 2015-2016 school year, an additional preschool classroom was added. Since this addition, we have not had to turn a single student away from preschool. This has allowed us to offer these young students an opportunity to prepare for learning before beginning their "official" school experience.</p> <p>Centennial Public School offers a summer school program for those children considered at risk of falling behind. This program focuses on students who are currently below benchmark in reading and math, and is designed to move them forward outside the normal instructional period of the school year. The summer school staff is comprised of teachers paraprofessionals on our staff. They are all highly qualified under the guidelines of NCLB. A schoolwide Title I model allows for additional intervention time to be added within the school day for students not meeting benchmark levels.</p> |  |

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

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| <b>8.1</b>   | <i>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.</i> |
| <p>Title I funds will be allocated to hire staff. These funds will also be combined with local dollars and federal grant dollars to provide staff development. This professional development will be designed to improve teachers' skills so they in turn can assist students in maintaining and increasing skills in English/language arts and math. New staff will be required to take part in training programs that support the existing ELA curriculum as well as identified ELA and math methods. Special education and other federal funding will be used to provide summer school opportunities for those most at risk of falling behind, thus giving those students additional chances to get caught up outside the normal school time.</p> <p>Federal grants and local dollars will be utilized to pay teachers' registrations and/or stipends to attend staff development activities. Centennial Elementary uses research based programs and materials to improve student achievement in core academic areas.</p> |  |