

# 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:	Columbus Public School
County Dist. No.:	71-0001
School Name:	Centennial Elementary
County District School Number:	71-0001-012
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:	Jackie Herink
School Principal Email Address:	herinkj@discoverers.org
School Mailing Address:	500 Centennial St. Columbus, NE 68601
School Phone Number:	402-563-8180
Additional Authorized Contact Person (Optional):	Jason Harris Sheila Korth
Email of Additional Contact Person:	harrisj@discoverers.org korths@discoverers.org
Superintendent Name:	Dr. Troy Loeffelholz
Superintendent Email Address:	loeffelholzt@discoverers.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

Names of Planning Team (include staff, <i>parents</i> & at least <i>one student if Secondary School</i> )		Titles of those on Planning Team	
<u>Emily Vasina, Sandy French</u> <u>Jackie Herink, Principal</u> <u>Jason Harris</u> <u>Sheila Korth</u> <u>Sara Janssen</u> <u>Alyson Melcher</u> <u>Carolyn Hofferber</u> <u>Morgan Smith</u> <u>Ashtyn Klein</u> <u>Kayla Glinsman</u>   		<u>Parent</u> <u>Administrator</u> <u>Director of Student Services</u> <u>Title 1 Reading Specialist</u> <u>Special Education Teacher</u> <u>4<sup>th</sup> Grade Teacher</u> <u>3<sup>rd</sup> Grade Teacher</u> <u>2<sup>nd</sup> Grade Teacher</u> <u>1<sup>st</sup> Grade Teacher</u> <u>Kindergarten</u>   	

School Information (As of the last Friday in September)			
Enrollment: 450	Average Class Size: 22	Number of Certified Instruction Staff: 23	
Race and Ethnicity Percentages			
White: 60 %	Hispanic: 35 %	Asian: 0 %	
Black/African American: 1 %	American Indian/Alaskan Native: 2 %		
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1 %	
Other Demographics Percentages			
Poverty: 63.11 %	English Learner: 16.92 %	Mobility: 28.46 %	

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	
MAP	
DIBELS	

*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><b>Required Narrative: Centennial Elementary uses assessment data to identify the needs of all children. Any child not meeting the state academic standards are discussed at our RTI/MTSS meeting, and the team decides how to best support the students. If the student is a K-2 student who didn't make benchmark on their DIBELS assessment, then we enter the student in an additional 40 minute reading block where they receive support in Early Interventions in Reading. Students in grades 3-4 who didn't meet the DIBELS benchmark requirements are assessed further using the CORE Phonics Survey to help decipher their specific individual needs. Once the students' needs are determined, they are placed in an additional 40 minute reading intervention which may be Phonics for Reading, SIPPS Intervention, or Fluency intervention.</b></p> <p><b>Our Title plan includes five sources of data including three pieces of student achievement data and two pieces of student demographic data. These data sources include:</b></p> <ul style="list-style-type: none"> <li><b>-NeSA/NSCAS Reading Data</b></li> <li><b>-NWEA-MAP Reading Data (Measures of Academic Progress)</b></li> <li><b>-DIBELS Reading Data (Dynamic Indicators of Basic Reading Skills)</b></li> <li><b>-Free / Reduced Lunch Data</b></li> <li><b>-Mobility Data</b></li> </ul> <p><b>Our K-4 student achievement data is disaggregated by grade level into four subgroups. These subgroups include All Students, Free/Reduce Students, Special Educations Students, and English Language Learner Students. Our Continuous Improvement Team analyzed our building data at a May data retreat. This data was then shared with building staff in August so that staff could develop strategies for each subgroup and make instructional decisions.</b></p> <p><b>All certified staff are ESEA/ESSA qualified and participate in professional</b></p>	

development activities to learn and understand how to disaggregate and utilize the data. Centennial staff receive on-going professional development in the following areas:

- Arts and Science of Teaching (ASOT)
- DIBELS Next Program
- Reading Mastery Program
- Reading template instruction (direct instruction)
- Comprehension instruction
- Vocabulary instruction (Anita Archer)
- Well-Managed Classroom
- Professional Learning Communities
- Instructional technology
- Response to Intervention
- Six-Minutes Solution
- Early Interventions in Reading
- Phonics for Reading
- SIPPs Intervention
- L to J

Documentation folder includes the following: RTI/MTSS Decision Rules; Professional Development calendar, Disaggregated Data

1.2

*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.*

**Required Narrative: For the 2017/2018 school year, AdvancED came to Columbus Public Schools and conducted the Climate and Culture Parent Survey as part of the accreditation process. Response numbers varied from school to school; however, the goal was to gather parent/community input in order to identify specific needs in each school. The results of these surveys were shared with school principals and staff to allow for more informed decisions in meeting the needs of students and families. In addition, a group of parents was interviewed and then provided with a questionnaire for the goal of understanding school culture and areas of needed improvement.**

**Each school year Centennial forms a PTO for the purpose of unifying teachers, parents, and families. At the first meeting, the Title 1 Plan is shared with all parents in attendance. The Title 1 Reading Specialist explains student interventions, the school's compact, the meaning of the Title 1 Plan, and the goals for meeting the needs of all students. Parents**

are provided with an opportunity to ask questions regarding how we are meeting the needs of all students.

Throughout the school year, Centennial holds activity nights, special gatherings, award ceremonies for students with parents attending. At the monthly celebrations, various community members are invited to share information and promote community and educational opportunities.

Documentation folder includes the following: Parent Meeting explaining Title Services and PTO parent sign-in sheets for any activities, AdvancED parent survey results, Title 1 Parent and Family Member Engagement Policy

**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.*

**Required Narrative: The Columbus Public Schools district wide improvement plan was developed through the combined efforts of school administrators, staff, parents, and community members. Specific measurable achievement goals and targets are linked to the school improvement target area objectives and state standards for all students. Our professional development plan is in place to reflect the targeted needs of all students and teachers through the identified strategies. Supported by ongoing professional development activities, all teachers will employ a variety of effective, research-based instructional strategies over the coming years. These include but are not limited to the following: Explicit Instruction, Professional Learning Communities, Developing Common Assessments, and RtI/MTSS.**

**Additionally, Columbus Public Schools teachers meet as district grade level and department teams to collaborate and analyze building and district achievement data. These district collaboration meetings occur on a monthly schedule throughout the school year. Each district grade-level team has written a reading S.M.A.R.T. goal that identifies baseline achievement data, instructional strategies and interventions, and target goals for student achievement.**

**Documentation folder includes the following: CPS District Wide Improvement plan, Reading Teacher's S.M.A.R.T. Goal, Professional Development Calendar**

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## 2. Schoolwide reform strategies

2.1	<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><b>Required Narrative: Needs assessment data are reviewed regularly, analyzed and tracked over time to ensure proficient and advanced levels of achievement for all students from all demographic groups. After NWEA assessments and DIBELS Next assessments are administered, teachers conference with students about their progress. Together students and teachers set goals for academic growth.</b></p> <p><b>After the District receives State Test Reading results teachers from across the District meet in grade level teams to analyze data. Teachers and administrators discuss results and make instructional decisions based upon the data. School Improvement plans are created and SMART goals are written based upon data results.</b></p> <p><b>A Progress Monitoring Team has been established to progress monitor students who have been identified through assessments to be at risk. The team includes Title I teacher and paraprofessionals. Students who are identified as needing intensive or strategic intervention are given progress monitored testing weekly.</b></p> <p><b>Grade level PLC/Data teams have been established. The teams include specific grade level teachers, Title, ELL and Special Education teachers. Teams meet on a consistent basis and discuss student progress. Interventions are discussed and modified based upon student progress and data.</b></p> <p><b>Multiple strategies based on scientific research are used to provide additional assistance to identified needs of targeted populations and individual students failing or at-risk of failing to make progress on standards as well as students moving toward the advanced levels. The strategies used include the following.</b></p> <ul style="list-style-type: none"><li>•DIBELS Progress Monitoring</li><li>•Early Interventions in Reading</li><li>•Phonics for Reading</li><li>•Template Reading Instruction</li></ul>	

- Reading Mastery
- Imagine Learning English
- SIPPs Intervention

Multiple strategies address the needs of all children at Centennial Elementary, but particularly the needs of low-achieving children and those at risk of not meeting the state standards through counseling, student services, mentoring, and innovative teaching methods such as applied learning and team-teaching strategies. The plan addresses how Centennial will determine if such needs are being met.

Beginning the 2011-2012 school year Centennial Elementary has scheduled Enrichment/Intervention (WIN) time at each grade level during the school day. All students in grades Kindergarten-Fourth have 40 minutes of WIN time built into their schedule. During WIN time students who are performing at or above grade level receive enrichment in the area of Language Arts. Students who are low-achieving and at risk of not meeting the state standards receive interventions in their specific area of need. Classroom teachers, Specialists (including Music, PE, and Media) and Para Educators provide the Enrichment and Interventions during the scheduled times.

To ensure that goals and objectives are being met at each school site, Title 1 teachers and school site principals meet with the administration four times a year to review student progress, measure student growth, identify areas of strengths and weaknesses, and determine future placement for intervention students.

Documentation folder includes the following: Copy of CORE Phonics graph and District Intervention Tracking Form, Tier 2 graph, Decision Rules, Professional Development Calendar, Tier 2 & 3 Decision Rules Flow Chart

### 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>
<b>Required Narrative: Paraprofessionals meet the ESEA/ESSA requirements</b>	

by meeting one of the following criteria: 1) Holding an Associate or Bachelor's Degree 2) Passing Project Para. Paraprofessionals are included in professional development provided to other staff members. They are provided introductory and ongoing training specifically designed for paraprofessionals. Official transcripts and project para certificates are on file with CPS Human Resource Department.

Documentation folder includes the following: List of paraprofessionals and their qualifications

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

4.1

*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.*

**Required Narrative: The entire school community (Certified staff and paraprofessionals) participates in ongoing, high quality professional development focused on proven effective strategies geared to help our students become proficient to grade level standards.**

Beginning in the 2011-2012 school year, the Columbus Public School District adopted a calendar in which there is an early release on Wednesdays. The Wednesday time is dedicated to collaboration between grade level teachers across the CPS District. Centennial Elementary Teachers participate with their peers to collaborate regarding instruction, curriculum, assessments, data, areas of concern, or identifying/gathering materials from online resources.

##### **Professional Development Plan**

Columbus Public Schools has an ongoing professional development plan in place to meet the targeted needs of all students and teachers. The current Professional Development and Collaboration Schedule is attached within the folder.

Documentation folder includes the following: PD Development Calendar,



## PD Policy,

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

5.1

*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.*

**Required Narrative: At Centennial Elementary we have an active Parent/Teacher Organization. At each meeting opportunities for parent input are given. We share our Title I and School Improvement plans with parents at these meeting and ask for their input. Parents and community members are members of Centennial Elementary Title 1 School Improvement Team. A compact for learning has been developed for Centennial Elementary School. Teachers, parents, and students are actively involved in developing the compact. The compact is reviewed annually at a first parent meeting. Each student is given a compact to be signed by the student, the student's parent/guardian, and the student's teacher. The compact is kept on file at the school. Centennial's Learning Compact addresses how the components of the parent compact are in place to ensure that all parties are fulfilling their roles and responsibilities.**

**The building principal and Title 1 coordinator is responsible for sending, collecting results, and sharing information. The CPS District board policy includes parent involvement/relations which was reviewed and adopted in 2007.**

**Documentation folder includes the following: Copy of the Learning Compact, Parent Relations Goals**

5.2

*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.*

**Required Narrative: Columbus Public Schools Board of Education has an approved Parent Involvement Policy that meets all Title 1 and ESSA requirements. The School Board presented the Policy at three consecutive board meetings for parental input. This district policy governs all schoolwide Title Buildings within the district. Jointly developed with parents, a school-parent compact outlines shared responsibility for improved student academic achievement. The finalized**

policy is then shared with parents at the first PTO/parent meeting of the year.

Documentation folder includes the following: Parent engagement Policy and copy of compact

5.3

*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.*

**Required Narrative:** The Columbus Public School District has developed a Parent Involvement Policy, which has been approved by the Columbus Public School Board of Education. All Title 1 Schools in the Columbus Public School District follow this policy. In addition to the CPS District Policy, Centennial Elementary has developed a learning compact. Shareholders who were a part of developing the compact and are responsible for reviewing the compact annually include students, parents and Centennial Elementary Staff.

Our school has several activities(list activities) for parents throughout the year. The activities and communications are aimed at involving parents in their child's education and also inform parents about the curriculum and programs that are available to support their child's literacy. Translators are available at each school event. All communications, such as the monthly newsletters are also translated so that parents receive this information in their native language. These newsletters inform parents of special things going on in the building, calendar changes, and PAC information.

Documentation folder includes the following: Examples of our monthly newsletters- November and December in English and Spanish, invitations to grade level events are attached, PAC sign in sheet for Title Meeting along with agenda

## 6. Transition Plan

6.1

*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). Provide supporting documentation in the corresponding folder.*

**Required Narrative:** Centennial Elementary has developed a transition plan, which addresses the needs of students who are new students to

**Centennial.** A part of this plan includes the transition of kindergarten students. Centennial provides a variety of opportunities for new students and parents to meet and interact with the teachers and school staff who will be a part of the Kindergartners' daily schedule. These opportunities include Kindergarten Registration, Open House, Kindergarten Parent Meeting, and Kindergarten Orientation.

The CPS Kindergarten teachers developed a transition plan for the first days of kindergarten. A Kindergarten Parent Meeting is held the day before Kindergarten students begin. Parents are given a choice of attending a morning or an evening meeting. Kindergarten students are divided into two groups. One group of students attends a full day of kindergarten on the first day of school and the second group of students attends kindergarten on the second day of school. During these days Kindergarten teachers, EL teacher, Title 1 teacher, and paraprofessionals interact with all of the students and collect data. District assessments such as DIBELS, Phonemic Awareness Checklist, ELDA, and the Language for Learning Placement Test are administered. Students are introduced to routines such as restroom procedures, lining up, lunchroom, and playground procedures. At the end of the second day Kindergarten teachers and their Principal meet to review the data that is collected. Students are then divided into Kindergarten classrooms.

The Kindergarten Transition Plan is reviewed in August following Kindergarten Orientation. Kindergarten Teachers from across the District meet and discuss changes that need to be considered for the following school year.

**Preschool Transition IEP Meetings –** The Transition Relay Model is use to communicate student strengths and needs with the kindergarten teacher and special education case manager. These individuals are invited to the child's transition IEP meeting. This process begins in the spring prior to the student starting kindergarten. Some students visit a kindergarten classroom in the spring as a part of their transition process.

**Annual Open House –** Kindergarten students are their families visit school prior to the first day of school to meet the kindergarten teachers, see a kindergarten classroom and tour the school.

**Kindergarten Transition –** In lieu of a traditional kindergarten round-up, our district has incorporated a kindergarten transition schedule at the

beginning of each school year. During the first two days of school kindergarten students have a modified schedule. This allows Kindergarten teachers the opportunity to assess students and learn about their individual needs. This information serves as the basis for assigning students to their homeroom classrooms During this transition time, students learn about the kindergarten schedule and routines. Kindergarten teachers also hold parent meetings during this time to inform parents of the kindergarten curriculum and expectations.

Documentation folder includes the following: Kindergarten Letter to parents, Kinder powerpoint

6.2

*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). Provide supporting documentation in the corresponding folder.*

**Required Narrative: Centennial Elementary has developed a transition plan, which addresses the needs of students who are new students to Centennial. A part of this plan includes the transition of kindergarten students. Centennial provides a variety of opportunities for new students and parents to meet and interact with the teachers and school staff who will be a part of the Kindergartners' daily schedule. These opportunities include Kindergarten Registration, Open House, Kindergarten Parent Meeting, and Kindergarten Orientation.**

**The CPS Kindergarten teachers developed a transition plan for the first days of kindergarten. A Kindergarten Parent Meeting is held the day before Kindergarten students begin. Parents are given a choice of attending a morning or an evening meeting. Kindergarten students are divided into two groups. One group of students attends a full day of kindergarten on the first day of school and the second group of students attends kindergarten on the second day of school. During these days Kindergarten teachers, EL teacher, Title 1 teacher, and paraprofessionals interact with all of the students and collect data. District assessments such as DIBELS, Phonemic Awareness Checklist, ELDA, and the Language for Learning Placement Test are administered. Students are introduced to routines such as restroom procedures, lining up, lunchroom, and playground procedures. At the end of the second day Kindergarten teachers and their Principal meet to review the data that is collected. Students are then divided into Kindergarten classrooms.**

**The Kindergarten Transition Plan is reviewed in August following Kindergarten Orientation. Kindergarten Teachers from across the District meet and discuss changes that need to be considered for the following school year.**

**Preschool Transition IEP Meetings – The Transition Relay Model is use to communicate student strengths and needs with the kindergarten teacher and special education case manager. These individuals are invited to the child’s transition IEP meeting. This process begins in the spring prior to the student starting kindergarten. Some students visit a kindergarten classroom in the spring as a part of their transition process.**

**Annual Open House – Kindergarten students are their families visit school prior to the first day of school to meet the kindergarten teachers, see a kindergarten classroom and tour the school.**

**Kindergarten Transition – In lieu of a traditional kindergarten round-up, our district has incorporated a kindergarten transition schedule at the beginning of each school year. During the first two days of school kindergarten students have a modified schedule. This allows Kindergarten teachers the opportunity to assess students and learn about their individual needs. This information serves as the basis for assigning students to their homeroom classrooms During this transition time, students learn about the kindergarten schedule and routines. Kindergarten teachers also hold parent meetings during this time to inform parents of the kindergarten curriculum and expectations.**

**Documentation folder includes the following: Kindergarten Letter to parents, Kinder powerpoint**

## **7. Strategies to address areas of need**

**7.1**

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.*

**Required Narrative:**

**Beginning the 2011-2012 school year Centennial Elementary has**

scheduled Enrichment/Intervention (WIN) time at each grade level during the school day. All students in grades Kindergarten-Fourth have 40 minutes of WIN time built into their schedule. During WIN time students who are performing at or above grade level receive enrichment in the area of Language Arts. Students who are low-achieving and at risk of not meeting the state standards receive interventions in their specific area of need.

The Centennial Elementary Title 1 plan provides multiple opportunities to extend or increase learning time within and beyond the instructional day. These opportunities are supported through staff collaboration and planning. These opportunities include, but are not limited to the following programs: Destination Imagination, Summer School, ELL After School Support, tutoring, AR-Accelerated Reader Program, and the Centennial Elementary After School Program.

Documentation folder includes the following: summer school application, master schedule with WIN intervention blocks, tutor list

## 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.*

**Required Narrative:** Federal, state, and local funding sources are blended with Title I funds to provide the student and families programs the supplement instruction. Grant funds available to each school-wide Title I buildings vary from year to year. Prioritization of Title I funding and Title IIA funding provide the following to school-wide Title I buildings: a reading interventionist, classroom assistants, professional development, and parental involvement.