

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:	Crofton Community Schools
County Dist. No.:	540096
School Name:	Crofton Elementary School
County District School Number:	002
School Grade span:	K - 6 th
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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Mark Wragge
School Principal Email Address:	mwrage@croftonwarriors.org
School Mailing Address:	1301 W. 5 th Street; Crofton, NE 68730
School Phone Number:	402-388-4357
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Corey Dahl
Superintendent Email Address:	cdahl@croftonwarriors.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 & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Bridget Thoene</u> <u>Mark Wragge</u> <u>Becky Dahl</u> <u>Amy Hoffman</u> <u>Jamie Tramp</u> <u>Clair Arens</u> <u>Crystal Steffen</u> <u>Nancy Steffen</u> <u> </u> <u> </u> <u> </u> <u> </u>	 <u>Parent</u> <u>Elementary Principal</u> <u>Title I Teacher</u> <u>Kindergarten Teacher</u> <u>Parent</u> <u>Board of Education Member</u> <u>1st Grade Teacher</u> <u>Para-Professional</u> <u> </u> <u> </u> <u> </u> <u> </u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 144	Average Class Size: 18	Number of Certified Instruction Staff: 14
Race and Ethnicity Percentages		
White: 92 %	Hispanic: 0 %	Asian: 0 %
Black/African American: 2 %	American Indian/Alaskan Native: 2 %	
Native Hawaiian or Other Pacific Islander: .05 %	Two or More Races: 3 %	
Other Demographics Percentages		
Poverty: 35 %	English Learner: 0 %	Mobility: 1 %

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

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	<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>
Crofton Community Schools collects and disaggregates student data from MAPS, NeSA, DIBELS, and AimsWEB Math. MAPS testing is done in the	

fall to identify students at risk of failing to meet Nebraska's state standards. DIBELS and AimsWEB Math assessments are given to all "K" - 6th students three times per year. These two assessments, together with MAPS assessment data identify the academic needs of all students. Students that are not at the DIBELS or AimsWEB benchmark, students that are failing, or at-risk of failing to meet Nebraska's state standards are referred to the Student Assistance Team [SAT]. The SAT reviews academic data of each student and plans an individualized instructional plan to address the areas of weakness.

The S.A.T. continues to meet, as needed, throughout the school year to monitor progress and adjust the instructional plan of each student that is identified as at risk of failing or not meeting bench. Typically the S.A.T. meets every 6 - 10 weeks on each student.

The NeSA test data and the spring AimsWEB Math and DIBELS data are disaggregated and used to identify interventions and programs that helped students meet benchmarks and pass Nebraska state standards.

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.

Each fall, during parent-teacher conferences, parents are asked to complete a survey about our elementary school. The survey is started and completed while parents are in the building attending parent-teacher conferences.

Additionally, a school-wide EPAC meeting [EPAC Elementary Parent Advisory Council] is held on a Monday evening in August and November and parents are asked for their input regarding Title I and school needs among other topics.

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.

Several professional development days were used during the 2016-2017 school year for School Improvement plan development - this is year one for Crofton. Time was spent reviewing the mission statement and academic achievement data to determine a new improvement goal.

Included in folder 1.3 as documentation is the action plan for the last school improvement cycle. That cycle ended during the 2015-2016 school

year. During the 2016-2017 school year we have not begun to write action plans as we have just recently determined our goal, after reviewing the mission statement, so the action plan from the last school improvement cycle 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.

Title I services are delivered in the classroom, supporting classroom instruction, and Title I services are delivered individually, or in small group settings outside the regular classroom.

Title I services delivered individually, or in small group settings outside the classroom occur during IE Time [Interventions and Extensions]. Time during each day is set-aside for IE. During IE time students not at benchmark receive additional reading and/or math instruction to supplement their classroom instruction. No new instruction is allowed during IE time for those students remaining in the classroom.

Emphasis is placed on screening all students' skills in reading and math to determine who is at benchmark and who is not. Students not at benchmark are referred to the Student Assistance Team (SAT) where an evaluation of the child's academic progress is reviewed. The SAT and classroom teacher take the lead role in identifying students who will benefit from an intervention, and determine the frequency and duration of the intervention.

The SAT team revisits student progress every 6 - 10 weeks, continuing to monitor each students academic needs.

Two screeners are given, DIBELS and AimsWEB Math, to identify students needing additional assistance (i.e. not at benchmark). The Rtl process is utilized when students are identified. Scientifically based strategies are used to provide additional assistance, including Stepping Stones, Sound Partners I and II, PALS, EB Press, Read Naturally (Fluency program) math flash cards, and Flashmasters (math).

Included in the documentation are the notes from a SAT meeting. The SAT met four times during the 2016-2017 school year. The Rtl process was utilized, and evidence based interventions were used.

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.*

All paraprofessionals, are highly qualified according to the ESEA and properly certified according to Nebraska Rule 10 requirements.

A school attestation is signed annually by school administration stating all para's are highly qualified.

Para's not highly qualified through an associates degree, or 48 + hours of college credit complete Project Para by UNL.

Certificates conferring an associates degree, and/or a certificate from Project Para are all on file.

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.*

August 11, 12, 15: MAP Data Interpretation Training. GAFE Training. [Google Apps for Education]. Google email. Google Docs. Google Drive. All Crofton certified staff, K-12, participated.

September 7, 2016: AimsWEB data interpretation training for Elementary SAT team and Title I para. [Mark Wragge, Amy Hoffman, Becky Dahl, LaVonne Lorenzen, Tami Jueden, Karla Drotzmann]

October 7, 2016: Reviewed MAPS data from September 2016, NeSA data from 2015-2016, DIBELS and AimsWEB Math data. Identify new school improvement goal. All Crofton certified staff, K-12.

January 4th: Ipad 101 Training. MacBook Pro 101 training. Reviewed Mission statement review. Analyzed data. All Crofton certified staff, K-12.

January 25th: Mission Statement review finished. Five year goal chosen. Data analyzed to determine goal. All Crofton certified staff K-12.

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.*

Parents and community members have opportunities to contribute to the planning and implementation of the Title I Schoolwide plan. All parents are annually invited to an EPAC meeting in the fall to review and update the Title I plan and the School-Parent compact. Surveys are also utilized to gather information from parents.

The classroom teacher, the student, and the parent/guardian sign the School/Parent Compact annually. The plan is shared at P/T conferences.

The district's Parent Policy meets the requirements of NCLB.

Ongoing activities provide opportunities for parents/guardians to be involved in the education of their child(ren). Parent-Teacher conferences are held, EPAC (PTO) meetings are held, parents are invited to volunteer in the classroom, many parents eat lunch with their child, many parents volunteer to attend field trips, a Math and Movie Night is held to emphasis the learning of math facts, two music programs are held for parents, a Kindergarten roundup parent meeting is held, and there are other various events for students to participate in and parents to be involved in at the school.

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.*

The Title I Parent Engagement policy was first developed by the district's school lawyers to be sure all the Title I requirements were met. Since it's development, it has been annually reviewed by the Title I planning team parents who attend the annual Title I meeting each year. Comments, suggestions, concerns are discussed and added to the policy for improvement.

5.3	<i>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.</i>
<p>An annual meeting is held each August, before school begins, at the Crofton elementary school. The meeting is published in the school newsletter, on the school website, in the community newspaper, on the school's twitter account, and through an online "Remind" account.</p>	

6. Transition Plan

6.1	<i>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.</i>
<p>Crofton Community Schools provides transition services in a coordinated set of activities for students. Transition services are based on an individual student's needs as needed.</p> <p>Transition planning begins at the early childhood level for special needs children. A transition plan is developed with the IEP team. The IEP team will include the child's current teachers and the child's future kindergarten teacher, as well as parents and other service providers.</p> <p>The general kindergarten transition plan includes parent meetings, parent information packets mailed home, and ninety minutes of class time during Kindergarten Round-up in the spring of the year, prior to their entrance to kindergarten that fall. Hearing, vision, and speech screenings, as well as informal classroom screenings are conducted during this spring "class-time."</p>	
6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>"Transition Day" activities are also planned for students who will leave the Crofton Elementary building at the conclusion of their 6th grade year, and begin school in the fall of their 7th grade year at the Crofton Junior/Senior High building. Activities on a day in the spring of their 6th grade year include eating lunch in the junior/senior high building, visiting core classrooms and core teachers, touring the building, meeting the guidance counselor, meeting the principal, a presentation about the rules,</p>	

expectations, grading, downlists, etc. is also held on this day.

Individually, some students in cooperation with their resource teacher, develop a digital, graphic enhanced, transition page titled "I'm Determined." This resource gives the student empowerment and self-advocating skills, and it also provides a synopsis of the student's needs for his/her new teachers.

Again in August, shortly before school begins, the new 7th grade students and their parents are invited to "Orientation Day" to tour the school again and learn about high school rules.

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

Not required.

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.*

Not required.

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.*

I.E. Time (Interventions and Extensions) extends the the learning time within the day. I.E. time occurs everyday, for 30 minutes. During this time no new instruction occurs in the classroom for those students remaining in the classroom. Students not at benchmark in reading or math receive additional instruction from the classroom teacher, or if more intense assistance is required, students will receive that instruction outside the classroom during I.E. time.

- Crofton Community School District does not provide a preschool program.
- Crofton Community School District does not offer a summer school

program.

•Crofton Community School District does not offer formal before/after school academic programs. Occasionally, students requiring additional academic assistance will meet, informally, with certificated or non-certificated staff for a short amount of time before the school day begins or after the school day ends.

Some Title I services are delivered in the classroom, supporting classroom instruction, and some Title I services are delivered individually, or in small group settings outside the regular classroom. Students benefit in reading and math by having a Title I teacher in the classroom during core curriculum instruction reducing student to teacher ratios allowing for more quality instructional time.

Time during each day is set-aside for Intervention and Extension (IE Time). During IE time students not at benchmark receive additional reading and/or math instruction to supplement their classroom instruction. No new instruction is allowed during IE time for those students remaining in the classroom. Emphasis is placed on screening all students' skills in reading and math to determine who is at benchmark and who is not. Students not at benchmark are referred to the Student Assistance Team (SAT) where an evaluation of the child's academic progress is reviewed. The SAT and classroom teacher take the lead role in identifying students who will benefit from an intervention, and determine the frequency and duration of the intervention.

In the documentation is the 2016-2017 classroom schedule showing I.E. time at each grade level.

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.

The Title I School-wide plan is supported by Title Funds and IDEA funds. Most funds are used to hire personnel, certified and non-certified, to

support student learning. Some of the Title II Part A funds are consolidated into the Title I Part A fund to pay for salary and benefits of the Title I staff.

Title I Accountability funds are used to facilitate professional development activities.

Federal, local and state funds are used to support professional development.

Local and state funds are used to support the School Improvement goals and action plans. The School Improvement goals and action plans are based upon the data that is collected and analyzed by staff.

8.2 *Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.*

Crofton Elementary school works as partners with parents and community organizations and individuals to support high achievement for all students. The local tree board sponsors an Arbor Day event, a local author and horticulturalist speaks to our students about horticulture and gives away a tree to each student on Arbor Day, the UNL County Extension officer provides information about 4H and agricultural opportunities, the UNL County Extension office provides incubators to hatch baby chicks, individuals in the community share job experiences and qualifications, local businesses sponsor various writing and poster contests, and individuals also share experiences and activities that correlate to the science and social studies curriculum.

Additionally our upper elementary students who are meeting classroom expectations are encouraged to sign up for mentoring "jobs" with our lower elementary students and/or classroom helper jobs in the lower grades.