**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*

***If there are any changes in the red boxed areas, the school MUST submit the Revised Plan to the NDE***

***by April 1st***

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| District Name: |      Creighton Community Schools |
| County Dist. No.: | 54-0013 |
| School Name: | Creighton Elementary Schools |
| County District School Number: | 54-0013-002 |
| Grades **Served** with Title I-A Funds:*(PK is rarely served)* | K-6 |
| Preschool program is supported with Title I funds. *(Mark appropriate box)* | X- Yes No |
| Summer school program is supported with Title I funds. *(Mark appropriate box)* |  Yes X- No |
| Indicate subject area(s) of focus in this Schoolwide Plan. |  X - Reading/Language Arts X - Math Other (Specify)\_     \_\_ |
| School Principal Name: |      Ryon Nilson |
| School Principal Email Address: | ryonnilson@chsbulldogs.org |
| School Mailing Address: | 1609 Redick Avenue, Creighton, NE 68729 |
| School Phone Number: | 402-358-5000 |
| Additional Authorized Contact Person (Optional): | Jennifer Hoffman |
| Email of Additional Contact Person: | jenniferhoffman@chsbulldogs.org |
| Superintendent Name: | Josh Weber |
| Superintendent Email Address: | joshweber@chsbulldogs.org |

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| Names of Planning Team*(include staff,* ***parents*** *& at least* ***one student if Secondary School****)* | Titles of those on Planning Team |
| Josh Weber Ryon NilsonTeresa KuhlKim LemkeNeva DoerrValisa JuracekJennifer Hoffman | AdministratorAdministratorTeacherTeacherTeacherTeacherParent |
| **School Information*****(As of the last Friday in September)*** |
| Enrollment: 165      | Average Class Size:  27.5     | Number of Certified Instruction Staff:  16     |
| Race and Ethnicity Percentages |
| White:   89.18    % | Hispanic:    3   % | Asian:    1.8   % |
| Black/African American:   2.4    % | American Indian/Alaskan Native:   3.6    % |
| Native Hawaiian or Other Pacific Islander:    .01   % | Two or More Races:   .01    % |
| Other Demographics Percentages *(may be found on NEP* <https://nep.education.ne.gov/>*)* |
| Poverty:   42    % | English Learner:   0    % | Mobility:   0    % |

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

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| Confirm all Instructional Paras are Highly Qualified according to ESSA. |  Yes NoX- We don’t use paras for Title instruction.  |

***Date Reviewed:***

**The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.**

*Please write a narrative in each box below to correspond to the Rating Rubric.*

**1. Comprehensive Needs Assessment**

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| **1.1** | *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.* |
| **Creighton looks at MAP data and Aimsweb tests students three times a year. This data is used during SAT meetings, IEP’s, and during parent teacher conferences. Aimsweb data is used to determine our reading intervention groups and is looked at again after winter testing. Kim Lemke and the school psychologist have been trained in the use of Aimsweb data.** |
| **1.2** | *Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.*  |
| **Creighton school improvement emails Cognia surveys, parent surveys at IEP meetings, and during parent teacher conferences. During inservice we analyze parent surveys.** |
| **1.3** | *Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.*  |
| **Creighton continues to look at data through our SAT teams, school improvement teams, and reading intervention groups. We use the data for specific needs such as fluency and comprehension. We will also be joining the Words UNL grant opportunity to further enhance our reading instruction using our current tools as well as improve our data analysis with the help of those with the Words program.**  |

**2. Schoolwide reform strategies**

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| **2.1** | *Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.*  |
| **Students are placed in reading intervention groups and math intervention groups. Aimsweb is given three times a year and students are moved to new groups as needed. The reading specialist does progress monitoring for fluency. Some students are on SAT, IEP, and 504. Grades 4-6 have bulldog after hours three times a week. The students receive counseling once a day every other week. Individual counseling is available.**  |

**3. High quality and ongoing professional development**

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| **3.1** | *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.*  |
| **School improvement team guides the review of data and analyzes data. This data is used for SAT referrals and for additional tutoring services. The ESU provides guidance for instructional improvement. Teachers attend workshops to help improve instruction. The administration provides professional development monthly. We also have had a team attend the Sped Strategies sessions sponsored by NDE to improve inclusionary practices and data analysis for all students.**  |

**4. Strategies to increase parent and family engagement**

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| **4.1** | *Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.*  |
| **The School-Parent Compact is distributed at the beginning of the school year. This is looked at again during the parent title meeting. The parents were involved in the process.**  |
| **4.2** | *Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.*  |
| **This is done during the annual title meeting and parent teacher conferences. Quarterly reports are sent home with students report cards.** |
| **4.3** | *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.* |
| **Information is sent home and the annual parent meeting is held in May.** |

**5. Transition Plan**

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| **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).*  |
| **Preschool exploration day and Kindergarten round up are held in the spring. Open house is held before school starts in the fall. For an IEP case managers become familiar with that student going into fourth grade. SAT team includes teachers from that grade and the grade above.**  |
| **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).*  |
| **The school has 7th grade orientation. Case managers for IEP’s and SAT team members collaborate during transition years.** |

**6. Strategies to address areas of need**

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| **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.*  |
| **The Schoolwide Plan would allow teachers to work with more students. This also allows more help for students in the classroom. This allows the teacher to show their expertise in that area. Bulldog after hours is offered for students 4-6th grade three times a week.** |

**7. Consolidation OR Coordination and Integration of Federal, State, or local Funds**

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| **7.1** | Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). *(If you choose not to consolidate, N/A is acceptable.)* |
| **NA** |