

Title I Plan: 2016-17

1 Comprehensive Needs Assessment

1.1 The narrative will describe 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.

Additional Documentation: A list of professional development opportunities for administration and staff on disaggregating data, RtI/MTSS plan may be included

The overall strength of Crawford Public Schools is our people, not programs. Programs help support the process of improvement and growth, however, well-equipped people drive the collection of programs and provide the tools necessary for success. We are committed to a culture of shared values and beliefs, of purpose and direction for all. "Excellence, Innovation, Accountability" are the catchwords in our District vision to drive our purpose and direction for all our stakeholders.

To meet individual needs of students, Crawford Elementary utilizes Response to Intervention (RTI), a process we've honed over the past four years. This process analyzes the strengths and needs of students to ensure each student is growing. The whole child is kept in perspective. The classroom teacher, Leadership Team, principal, and Title I Teacher strategize interventions to help meet benchmarks and methods to provide high ability learning opportunities. The team meets on a regularly scheduled basis. While the process is currently focused on the students who are not meeting benchmarks, the team is looking forward to beginning more high ability enrichment opportunities.

Teachers throughout our district are dedicated to providing an engaging classroom environment with a structured system for lesson planning. A variety of engagement strategies and instructional approaches are implemented in our school. Teachers use engagement strategies based on research by Hollingsworth (Dataworks), Danielson, and Marzano. Crawford adopted the work of Charlotte Danielson as our Instructional Model during the 2015-16 school year. This framework is used as our model both for instruction and also teacher evaluation. Teachers design lesson plans to address a variety of student needs and learning styles. We have a strong identification and assessment protocol for selecting students to receive support services through our RTI process. Depending on the needs of the students, specific research-based interventions are implemented. Our school establishes and maintains a clearly defined and comprehensive student assessment system. Our standardized assessments include, but are not limited to, NWEA MAP (Northwest Evaluation Association Measures of Academic Progress), NeSA (Nebraska Statewide Assessment), and Dibels (Dynamic Indicators of Early Literacy Skills). Overall our most important strength in this area is utilization of standardized testing to drive our instruction. We consistently use RTI to analyze data and use it to improve our instruction. Students are involved in this process through the use of data folders in the elementary. In addition, every student at the elementary level participates in interventions at the end of the school day. Based on formative and summative data, the teacher provides more instruction or additional practice to build the students' skills. For higher achieving students, this time is an opportunity for enrichment beyond what they are learning in the classroom. Each classroom utilizes a student data folder, with areas of focus in: citizenship, attendance and content areas.

1.2 The narrative will describe how the school gathered information from the parents and community to identify the needs of the school. Include documentation that supports the narrative.

The last comprehensive needs assessment was performed through WestEd, and educational consulting firm hired through funds allocated with the PLAS (Persistently Low Achieving Schools) grant in 2013. Since then, we have issued an annual survey at fall Parent Teacher conferences. Crawford Public Schools has been utilizing the surveys through AdvancEd as part of our school improvement plan and accreditation. A

comprehensive needs assessment is planned as CPS begins our next school improvement cycle in the fall of 2017.

1.3 The narrative will describe the ongoing improvement efforts. Documentation will include action plans from the Continuous School Improvement Plan

Researched-based supervision and evaluation in Crawford Public Schools has been implemented over the last six years. One of the directives from the Nebraska Department of Education in 2010, to the Crawford Elementary and governing board, was to implement a research-based system for supervision and evaluation of teachers and principals. The school community elected to implement the "Framework for Teaching" by Charlotte Danielson, after one year of research and development. This was a whirlwind time of development and the mandates made it stressful. It has only been in the last three years that the school system has truly advanced and been implemented in a strategic and systematic process of that includes all certified levels from PreK-12. Significant time and effort has been invested in the last two years of monthly professional development for all certified staff members. Administration has also invested in supervisory professional development in order to coach and support teachers in productive and professional ways that enhance instruction and learning. A concern that still needs to be addressed is the consistent time for leaders to coach, provide proficient time for walk-throughs and purposeful feedback. AdvancEd was chosen to be our model for accreditation.

In an effort to solidify, simplify, and unify our district, our school improvement goals are also our Title I goals. In March of 2017 AdvancEd accreditation for Crawford Public Schools was recommended.

All Crawford Public School students will meet or exceed one year's growth in Reading and Language Usage.

All Crawford Public School students will meet or exceed one year's growth in Mathematics.

2 Schoolwide Strategies

2.1 A narrative and evidence of additional assistance for students at risk of not meeting the challenging state academic standards will be included. Additional documentation: strategies used such as an RtI/MTSS plan, dates of student support meetings, opportunities for extended and or additional support; documentation of benchmarks being met may be included.

To meet individual needs of students, Crawford Elementary utilizes Response to Intervention (RTI), a process we've honed over the past four years. This process analyzes the strengths and needs of students to ensure each student is growing. The whole child is kept in perspective. Intervention are provided daily based on the needs of the individual students. Progress monitoring, assessments and classroom performance are factors in the decision making. The process is fluid and adjusts to increase or decrease intervention time based on progress of student. Support is provided by reading intervention teacher, paraprofessionals, administration, and classroom teachers. This is a beneficial way to look at individual students, discuss their academic progress, and discuss how to improve their academic success.

Professional Learning Communities (PLCs) are another way that Crawford Elementary provides support for At-risk students. Teachers review and analyze student data and share ideas with each other to help with academic progress.

ASP (After School Program) is a huge asset to Crawford Elementary. The APS coordinator provides a wide variety of activities that are both fun and academic.

The Girls on the Run program has around a 90% participation rate of our third through sixth grade girls.

The program encourages confidence, competence, connection, character, and caring promotes self-esteem through lessons provided by the coaches.

ABCmouse.com has been utilized in the second grade since February 2017. Through an invitation from the University of Oregon (DIBELS), the second grade class was accepted to participate in a pilot program using the ABCmouse program. Professionals are researching a correlation between use of the program and an increase in fluency.

3 Qualifications of Instructional Paraprofessionals

3.1 A narrative will describe how paraprofessional requirements are met. Transcript review or training certificate or NSSRS paraprofessional validations will be included. Additional documentation: evidence of training specifically designed for paraprofessionals may be included.

All paraprofessionals are highly qualified per Elementary and Secondary Act guidelines. They have with either sixty hours or more credits of college coursework, or they have completed and passed a paraprofessional training course. Crawford uses Project Para, a certified, online training offered by University of Nebraska. Anyone interested in becoming a paraprofessional is encouraged to contact the school for information on how to become a qualified instructional para. URL address is <http://www.para2.unl.edu>.

The same staff development opportunities teachers receive are offered to the paraprofessionals. Occasionally the same trainings are not appropriate, but classroom teachers or qualified staff may provide staff development relevant to the paras at alternate times. Courses and trainings are also available via distance learning opportunities provided by Educational Service Unit 13.

4 High quality and ongoing professional development

4.1 The narrative will describe professional development activities. A list of professional development activities tied to standards and needs assessments, and a list of participants will be included. Additional Documentation: A professional development plan; school improvement plan; or professional development policy may be included.

The school community elected to implement the "Framework for Teaching" by Charlotte Danielson, after one year of research and development. Significant time and effort has been invested in the last two years of monthly professional development for all certified staff members.

Small school districts throughout Nebraska rely heavily on support from Educational Service Units. Our regional support comes from ESU 13. We also receive notifications from the Nebraska Department of Education on various professional development opportunities.

Administration has also invested in supervisory professional development in order to coach and support teachers in productive and professional ways that enhance instruction and learning. A concern that still needs to be addressed is the consistent time for leaders to coach, provide proficient time for walk-throughs and purposeful feedback. The district's long-term goal is to move from administration providing coaching to peer coaching. Due to an illness and death of the superintendent the Professional Development Plan has not been followed as thoroughly as our standards would dictate. As we transition to new leadership, the new superintendent is proposing a new vision for the district to include a three to five year plan for professional development.

5 Strategies to increase parent and family engagement

5.1 The narrative will describe parent and family engagement activities. A copy of the school parent compact and a sign-in sheet from the parent meeting will be included.

In implementation of parent involvement in accordance with our school wide mission statement, the elementary staff uses a variety of strategies and activities to engage families. A majority of communication happens via the school website, www.cpsrams.org. All teachers have private Facebook groups to keep parents abreast of classroom activities. The school also has a school Facebook page in which all teachers are administrators in order to share announcements, updates, and classroom activities. Parent Teacher Conferences are held twice a year, usually October and March. The second conference is a student-led conference where the student is leading the conference and discussing data, achievements, strengths, and areas of need. Teachers also communicate utilizing weekly communication folders and weekly newsletters. CPS also participates in the local radio show Sound Off on a monthly basis. The elementary and high school alternate months as being guests. In addition to communication, the school offers a variety of opportunities for parents to join with their child in enrichment activities. These educational field trips include but not limited to hospital tours, Chadron State College partnership with Dawes County 4-H Extension, Hudson-Meng Adventure in Learning, Mammoth Park and many individual classroom trips. Girls on the Run is also a program encourages confidence, competence, connection, character, and caring promotes self-esteem through lessons provided by the coaches. The school has a parent group called Parent as Resources in Determining Excellent Educational Opportunities (PRIDE) where parents work in partnership with the school. Meetings are held monthly. In the Spring of 2014, the parent group and staff redesigned the Elementary Learning Compact. The learning compact is sent out at the beginning of the school year to each student. It was reviewed by parent members of the PRIDE and staff members and found to be satisfactory of meeting school goals.

5.2 The narrative will describe how the parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. A copy of the school level Title I Parent and Family Engagement Policy or Procedure is included.

Parents are invited and encouraged to be involved in developing the Title I Parent and Family Engagement Policy. The school has a parent group called Parent as Resources in Determining Excellent Educational Opportunities (PRIDE) where parents work in partnership with the school. Meetings are held monthly. Title One is part of the agenda. At the meetings, The Title One coordinator keeps the parent group updated on events, school board meeting developments, calendar changes, and other information about the school and district. PRIDE provides support in educational opportunities, financial support, as well as extra personnel and volunteers.

In order to help maintain and build membership in the organization, parents are encouraged to bring another elementary parent. Recently, two parents volunteered to be part of the review and revision of the Parent and Family Engagement Policy. They shared their feedback with the team.

5.3 The narrative will describe how and when the Title I parent meeting was conducted. A copy of the agenda of the annual Title I parent meeting is included.

The annual Title I parent meeting was held in conjunction with Title I Literacy Night. The theme was “S’more Reading and Math Fun” with math, literacy, music, communication, physical activity, a historical ride through Fort Robinson, and some craft activities. The event was held at Fort Robinson State Park on the evening of October 26, 2016. We closed with a campfire sing-a-long and an overview of Title I explaining how Crawford Elementary meets the needs of students. The overview was piggy backed to the book, *If you Give a Mouse a Cookie* by Laura Numeroff, entitled If You Give a School Title I.

6 Transition plan

6.1 The narrative will describe the transition plan from early childhood education programs to elementary school programs.

The transitional plan from Early Childhood into Kindergarten consists of a Kindergarten Round Up day that is held in April of every year. The Early Childhood teacher and the Kindergarten teacher complete linkage conversations focusing on the strengths and areas for growth focusing on each individual child and the class as a whole. Collaborations with teachers and special service personnel to transition students receiving services into another classroom are held as needed to provide a successful transition.

All teachers have recess duty, which provides opportunities for each student and teacher to create a relationship. Friday clubs (Community Service, Etiquette, Home Economics, Concoction Club) is another way for students and teachers in all grade levels to make a connection and to get to know one another.

Each Fall we have an Open House at the beginning of the year for families and community members. The invitation fosters interest and participation to encourage involvement throughout the school year.

Our PRIDE committee helps with hall decorating, gate duty, BOX Top counting, Caring for Classrooms, testing support and volunteering in our classrooms.

6.2 A narrative will describe the transition plan between elementary and middle or junior high school.

Additional Documentation: Information on transition buddies; collaborative evaluation meeting notes; “Meet your Teacher” invite; Elementary to Secondary visit invite; student survey (age appropriate); school's transition plan

The sixth grade transition plan is executed in two separate plans. The high school principal hosts an orientation for both sixth grade parents and their students during an afternoon in late spring. The orientation explains expectations, procedures, and the overall transition process for the students and parents.

The school counselor organizes an activity which coordinates with the elementary bump up day. The sixth graders spend the afternoon at the high school where they get a building tour, preview schedules, introduce students to teachers, and answers any questions students may have.

6.3 The narrative will describe the transition plan from middle school to high school. Additional Documentation: Information on transition buddies; “Meet your Teacher” invite; visit and tour of building; student survey (age appropriate); school's transition plan may be included.

Our Title I plan is Kindergarten through sixth grade. Students transitioning from sixth to the high school will be joining PBIS families. This will include support from all high school students to the incoming students.

6.4 The narrative will describe the transition plan from high school to postsecondary. Additional Documentation: Activities detailing postsecondary visits, the support given to students concerning college scholarships and financial aid, career orientation activities, dual enrollment opportunities, etc. may be included

Our Title I plan is Kindergarten through sixth grade.

7 Strategies to address areas of need

7.1 The narrative will describe how the plan will increase the amount and quality of learning time within or beyond the instructional day

The After School Program (ASP) is open to elementary students every day after school until 6:00 p.m. (Friday is until 5:30p.m.) This program provides a safe and productive after school environment for all students, although emphasis is placed on students at-risk. Students participate in multiple learning opportunities, as well as time for studying and homework.

8 Coordination and integration of Federal, State and local funds; and community resources and services

8.1 The narrative will describe how available Federal, State and local funds are coordinated and integrated to meet student needs.

The Title I funds are allocated to provide one full time Reading Intervention teacher. The position provides reading and math intervention services for targeted students. Data and information sources used to identify students: DIBELS, classroom reading and math assessments, performance on formal assessments, PLC recommendations and parent request (after screening).

8.2 The narrative will describe how the school uses community resources such as; 4-H, service clubs, local presenters, county extension office, school-to-business partners, junior achievement, student mentor programs, parent/community volunteers, etc. to support student learning.

Crawford Elementary has several community resources at our disposal. Crawford Elementary uses different resources providing cooperation with Fort Robinson State Park, Ponderosa Villa, Security First Bank, SWANN, Crawford Clipper, and United States Post Office.

Teachers have implemented the use of clubs as a reward system. Through the use of clubs teachers get to know the kids from all of the other classrooms in the school, therefore teaching the whole child.

An open house craft night sponsored in cooperation with Dawes County 4H Open Class. Several parents, students, and community members were present to construct sample of projects to enter into the Open Class at the local county fair.

Dawes County Extension Agent regularly comes to the ASP to provide extended learning opportunities.

The elementary art teacher and our ASP send art projects created by Crawford Elementary students to the Dawes County Fair.

Girls on the Run encourages confidence, competence, connection, character, and caring promotes self-esteem through lessons provided by the coaches.