

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:	Johnson County Central Public Schools
County Dist. No.:	49-0050
School Name:	Johnson County Central Schools-Cook site
County District School Number:	49-0050-002
School Grade span:	4-5
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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Mr. Jon Rother
School Principal Email Address:	jon.rother@jccentral.org
School Mailing Address:	358 N. 6th, Tecumseh, NE 68450
School Phone Number:	402-335-3320
Additional Authorized Contact Person (Optional):	Cheryl Grove
Email of Additional Contact Person:	cheryl.grove@jccentral.org
Superintendent Name:	Dr. Galen Boldt
Superintendent Email Address:	galen.boldt@jccentral.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>
Beckie Robeson Jon Rother Gabe Meints Cheryl Grove Julie Beach Judi Borrenpohl Kayleen Doeden	Parent/2nd Grade Teacher Administrator 2nd Grade Teacher 6th Grade Reading/Title 1 4-5 6th Grade Language Arts/Title 6-8 Title 1 Reading/Math K-3 Reading Teacher

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 78	Average Class Size: 19	Number of Certified Instruction Staff: 4
Race and Ethnicity Percentages		
White: 64 %	Hispanic: 15 %	Asian: 1 %
Black/African American: 1 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 49 %	English Learner: 25 %	Mobility: 15 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	MAPS
STAR Reading	STAR Math
Reading Street Benchmarks Assessments	

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>The schoolwide plan will look at data from the following areas:</p> <p>2019-2020 NACAS Assessments (Reading and Math) 2019-2020 Classroom Formative Assessments 2019-2020 MAP Assessments 2011-2020 Reading Street Baseline/Unit Tests Powerschool Grades</p> <p>The data is disaggregated and compiled by our school improvement data committee at the ESU annual Data Retreat. Prior to working with data committees receives staff development from the ESU staff on the importance of data collection, how to disaggregate data, and how to interpret data. It was agreed by the committee to narrow the scope of results being examined in order to better accomplish our school improvement goals. This data is then shared with the entire staff and administration during teacher workdays prior to school opening in August.</p> <p>Throughout the school year, beginning on the first day, those persons on the committee who work at school constantly give advice, ask questions and work together to make sure that we are providing the best opportunities for all students who come to our Title 1 program in Reading or Math. We meet yearly to look over the schoolwide plan, changing, adding and expanding what we do to meet the needs of all students we serve.</p>	
1.2	<p><i>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.</i></p>
<p>We identify parent needs through our individual meetings with Title 1 parents during the school year, at parent/teacher conferences, through the Title 1 permission letters sent home at the beginning of the year and needed throughout the year, Parent Survey, and through parents serving on committees (School Improvement Committees and the Annual Title 1 Committee). Notes/minutes are taken at the meetings and shared with teachers and staff. The Title 1 Instructor provides parent materials in periodical form entitled, "Helping Children Learn", from the The Parent Institute, each month on the school's website. Students and parents are invited</p>	

to attend a Title 1 Pumpkin Decorating event in October and a Book Bingo event in February where the Title 1 program is explained and questions are answered about the program.

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.

Johnson County Central Schools continues striving toward our school improvement goal of improving reading comprehension, with a focus on Main Idea & Supporting Details. We are using Graphic Organizers and Charts in each and every classroom as a way to help students identify main ideas and details - the critical information you want them to know. All teachers have been given several examples of charts and organizers that they can use as they wish in their own classrooms, or find something different. Each teacher submits an student example and a teacher example each quarter for School Improvement evidence. Teacher Workdays have been held on September 20, October 18, November 8, January 3, and February 21.

2. Schoolwide reform strategies

2.1

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.

Currently, students who are not reaching benchmark/grade level norms (NSCAS, MAP, Reading Street weekly and unit tests, Saxon weekly or Unit tests, ELDA tests, or STAR Accelerated Reading goals or Reading Street benchmark tests) are referred for additional instruction. These interventions include: seating change, Title 1 pull-out, student conference, ELL pull-out, intensive classroom teacher intervention before or after school, and extra Accelerated Reader and Accelerated Math interventions. The Title 1 teacher assists in the teaching of small reading groups as well. This move assists in our school improvement expectations to improve reading comprehension through a higher level of vocabulary development. It is felt that the small groups in the elementary school are beneficial. The Elementary uses intervention that improves student learning at the appropriate grade levels. "My Sidewalks" is used as part of the Reading Street series as an intervention for those who are struggling with On-Level materials. Located on the teacher's desktop, NeSA tutorials for students to practice navigating on the computer before the actual test and also to read sample questions so they are familiar with the types of questions asked. Our SAT or (Student Assistance Team) which consists of experienced classroom teachers, guidance personnel, principal and the classroom teacher who is making a recommendation to the team whether in behaviors or academics. The SAT has a chairperson, who conducts meetings when needed. The form illustrates the referral process the teacher must complete before the SAT team meets to discuss the student. At the meeting, the classroom teacher making the referral brings the required completed form and discusses his/her concerns. The teacher also lists previous scores the student has received in areas of concern and strategies he/she has implemented to assist the student with difficulties. The SAT then makes further suggestions, asks further questions concerning academics, classroom seating, parental concern/suggestions, family background, etc. A month later, SAT meets again and further discussion takes place. At that time, the classroom teacher/principal/guidance/parent, can suggest that we carry on for another month or several months if positive results are being realized. In the event that positive results are not being seen, SAT/classroom

teacher/principal/guidance/parent can suggest that testing by the school psychologist is the next step. At that time, the psychologist would be scheduled and testing would take place. After testing, the findings would be discussed at an MDT, (Multi Disciplinary Team) meeting with parents, teachers, the psychologist and Special Education director. Depending on the results and findings of the psychologist, the student would either try the additional recommendations of the psychologist or be placed in a different program. In the event that the student does not qualify for Special Education, the SAT would continue to meet on the student, giving suggestions and support to the classroom teacher.

Our counselor works with individual students and parents when requested by teachers and /or parents. She uses the STEP Character Education materials with all students in regularly scheduled sessions in each Elementary classroom.

The backpack program provides weekend food for students who would qualify. Johnson County Central Schools try to cover the needs of our students emotionally, nutritionally, and academically. A mental health therapist is available twice a week for struggling students.

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>
<p>All paraprofessional are NCLB qualified through online training. Our paraprofessionals are included in training when it pertains to their duties (Reading Street training, Engaging Educators Conference,CPI Training, Marzano vocabulary training, State Reading Conference workshops and Early Childhood training.)</p>	

4. High quality and ongoing professional development

4.1	<i>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.</i>
<p>All of our teachers have received training on the Reading Street series. They have had Marzano training before the implementation of this vocabulary strategy to improve reading comprehension. During the school year, more training and guidance is offered in the Marzano area with a school improvement committee chairperson. This is all in accordance with Johnson County Central’s school improvement plan.</p> <p>ESU 4 always has professional development activities and workshops for teachers and administrators. To register for workshops you have to go to the ESU 4 website.</p> <p>“Johnson County Central’s Professional Growth Requirements:</p> <p>The professional growth period for employees who obtained tenure status shall commence on the first contracted day of service following the employee’s attainment of permanent status and shall conclude on the preceding day six years thereafter.</p> <p>Employees will be required to submit a yearly list of professional growth activities in May of each school year. The professional growth committee shall then accumulate points and notify all personnel of the number of professional growth points on record.</p> <p>All tenured employees shall, at the conclusion of their six-year professional growth period, show evidence of 60 points of professional growth activities acquired under the provisions</p>	

above. Excess professional growth points acquired during a professional growth period shall not be counted towards the requirements for subsequent periods. The district may, for its own purposes, maintain copies of the documents associated with professional growth; however, the responsibility for producing evidence of professional growth at the conclusion of the professional growth period shall remain with the tenured employee.”

In the folder is a PDF of JCC Professional Growth Policy, Committee, Categories, Requirements, and Application. Also in the folder is PDFs of additional development activities that are offered to staff throughout the year.

5. Strategies to increase parental and family engagement

<p>5.1</p>	<p><i>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.</i></p>	
<p>In the fall, parents of students in grades K-6 were invited to attend the annual Pumpkin Decorating/Tailgate supper. The families attended a meeting informing them of the opportunities of a Schoolwide Title 1 program. The parents were invited to ask questions. Following the meeting, families were invited to come to the football stadium to have a tailgate supper and decorate a free pumpkin. They were welcomed to the High School football game for free.</p> <p>In February, JCC's Title 1 program hosted a Book Bingo Night for grades K-5. Before BINGO began, an informational Title 1 meeting for parents explaining the benefits of having a Schoolwide Title 1 program and what that means to all students K-5. They have so many more opportunities to get that added amount of help in Reading or Math for the whole year or just a few weeks. Over 100 books were awarded as prizes along with free popcorn and pop.</p> <p>During Parent-Teacher’s Conferences, the 4-5th grade Title 1 teacher was available for conferences. in the fall and in the spring.</p> <p>The goal of our School-Parent Compact is to provide a high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards.</p>		
<p>5.2</p>	<p><i>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.</i></p>	
<p>The components of the parent/student/teacher compact, and the Title 1 Parental Involvement Policy were developed with parents and teachers. The components are reviewed often to assure that all parties are fulfilling their role and responsibilities. A building level Parent/Community/Teacher/Administrator policy committee through Title 1, meeting Title 1 requirements, meets to discuss the compact and input is discussed and considered for the good of the students at the annual Title meeting. The compact is presented to all families at the beginning of each school year in the Elementary and Middle School Student and Parent handbooks.</p>		

5.3	<i>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.</i>	
<p>The Title 1 annual parent meeting is held in the spring of the school year at the Tecumseh Elementary Building site through a Powerschool Point presentation involving administrators, teachers, parents and outside consultants and community members. Those people on the committee are as follows:</p> <p>Jon Rother - Elementary School Principal/Title 1 Coordinator, Julie Beach - Sixth Grade Language Arts /Title 1 (Sixth - Eighth), Cheryl Grove - Sixth Grade Reading/ Title 1 (Fourth and Fifth), Judi Borrenpohl- K-3/Reading/Math Teacher, Lori Broady - ESU 4 Staff Developer, Marsha Bacon- Guidance Counselor, Kim Wellensiek- School Board Member, Mary Teten - Paraprofessional, Gabe Meints , Beckie Robeson- Kindergarten Teacher/Parent</p>		

6. Transition Plan

6.1	<i>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.</i>
<p>Third grade students are provided a time to visit the fourth grade classrooms in the spring. They eat lunch with the 4th graders and are invited to visit with the fourth grade classrooms and teachers. An open house is offered in the fall prior to the start of school with a walk through to the student's classrooms and an informational meeting with the administrator for parents and students in fourth and fifth grade.</p> <p>In the spring fifth grade students visit the sixth grade classrooms and meet their upcoming teachers. The Guidance Counselor will go over a powerpoint and go over the sixth grade schedule and requirements.</p>	
6.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move on to 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.</i>
<p>Open House is held at the beginning of each school year for Elementary and Middle School Students at both Tecumseh and Cook sites. At each Open House, both administrators and teachers go over expectations for each classroom. In the spring of the student's Third Grade year, they are invited to attend NeSA assembly in November at the Cook Middle School and visitation of the upcoming Fourth Grade classroom in May. A PowerPoint presentation is given to Sixth Graders on the first day of school on how to properly use an iPad. Fifth grade students visit each of the sixth grade classrooms in the spring and during the fall walk through prior to school starting in August.</p>	

7. Strategies to address areas of need

7.1	<i>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.</i>
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JCC currently utilizes paraprofessionals to assist students in the classroom or in a quiet place to aid in whatever tutoring or assistance is necessary on an “as needed” basis. The classroom teacher is responsible for arranging the work, the materials, and the guidelines by which the paraprofessional would follow to assist the student(s).

At the Elementary site in Tecumseh, summer school is offered for students K-12 who are need of assistance and are working below grade level in reading, writing, spelling or math skills. Students may qualify for summer school in the following ways:

- Teacher recommendation
- Current Title 1 Student
- Parent recommendation (only if there is enough room)
- Below grade level in reading/math
- Baseline test results from Reading Street Program
- MAP Test results (where applicable)
- NeSA Test results (where applicable)

JCC provides free school lunch during the summer for all children ages 0-18 years for the months of June and July.

JCC offers a breakfast program to all grades PreSchool through High School from 7:30 a.m.-8:00 a.m. on all days when school is in session.

It should be noted that there are many JCC teachers who also assist students before and after school as well as at recess or at lunch, whenever assistance is needed, our teachers are supportive.

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

8.1	<p><i>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.</i></p>
<p>The Tecumseh site plans to use Title 1 funds to meet the needs of their students in the areas of Math and Reading. Our plan is to use the funds to operate the schoolwide Title 1 program with flexibility to help more students by going into the classroom, in pull-out situations and for staff development in the area of reading curriculum, core reading and math needs.</p> <p>SPED funds are used to train SPED certified and non-certified staff. This training includes training staff for school improvement goals, for paraprofessionals to become NCLB certified, and professional development activities.</p> <p>Title IIA funds have been allocated for class-size and professional development activities. Title III funds are joined with ESU6 are used are used to pay for staff professional development.</p>	