

# Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education  
County District School Number in the table below.

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| Date of Review:   | September 1, 2025  |
| District Name:  | Johnson County Central Public Schools  |
| School Name:  | Johnson County Central Public Schools  |
| County-District-School Number:<br>XX-XXXX-XXX                                 | 49-0050-003  |
| Grades <b>Served</b> with Title I-A Funds:<br>(PK is rarely served)           | Kindergarten-Third Grade   |
| Preschool program is supported with Title I funds. (Mark appropriate box)     | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Summer school program is supported with Title I funds. (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<br><input checked="" type="checkbox"/> Math<br><input type="checkbox"/> Other<br>(Specify) _____ |
| School Principal Name:  | Mrs. Beckie Robeson  |
| School Principal Email Address:   | beckie.robeson@jccentral.org   |
| School Mailing Address:   | 358 N. 6th Street, Tecumseh, NE 68450  |
| School Phone Number:  | (402)335-3320  |
| Additional Authorized Contact Person<br>(Optional):                           | Mrs. Judi Borrenpohl   |
| Email of Additional Contact Person:   | judi.borrenpohl@jccentral.org  |
| Superintendent Name:  | Mr. Jon Rother   |
| Superintendent Email Address:   | jon.rother@jccentral.org   |

| <u>Names of Planning Team</u><br>(include staff, <b>parents</b> & at least <b>one student if Secondary School</b> )   |  | <u>Titles of those on Planning Team</u>   |  |
|---|--|---|--|
| Lyndsay Beethe<br>Mr. Jon Rother<br>Kelli Dorsey<br>Maggie Badertscher<br>Kayleen Doeden<br>Judi Borrenpohl<br>Eryn Snethen<br>Sara Kuhl<br>Erin Barnes<br>Krysten Winslow<br>Katie Griess<br>Justin Miller |  | <u>Parent Administrator</u><br>4th Grade Teacher<br>Kindergarten Teacher<br>2nd Grade Teacher<br>K-3 Title 1 Teacher<br>1st Grade Teacher<br>parent<br>Parent<br>Parent<br>Parent<br>Parent<br>Parent |  |

| School Information  |                                     |   |  |
|---|-------------------------------------|---|--|
| (As of the last Friday in September)  |                                     |   |  |
| Enrollment: 118   | Average Class Size: 14              | Number of Certified Instruction Staff: 14 |  |
| Race and Ethnicity Percentages  |                                     |   |  |
| White: 82 %   | Hispanic: 16 %                      | Asian: 0 %                                |  |
| Black/African American: 0 %   | American Indian/Alaskan Native: 0 % |   |  |
| Native Hawaiian or Other Pacific Islander: 0 %  |                                     | Two or More Races: 2 %                    |  |
| Other Demographics Percentages (may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a> ) |                                     |   |  |
| Poverty: 55 %   | English Learner: 11 %               | Mobility: 0.5 %                           |  |

| Assessments used in the Comprehensive Needs Assessment<br>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) |                                  |
|--|----------------------------------|
| <b>NSCAS</b>   | <b>MAP</b>                       |
| <b>STAR Reading</b>  | <b>Star Math</b>                 |
| <b>Wonders Reading Assessments</b>   | <b>EnVision Math Assessments</b> |
|  |                                  |

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|--|---|
| Confirm all Instructional Paras are Qualified according to ESSA. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
|--|---|

**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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|------------|--|
| <b>1.1</b> | <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 curriculum, instruction, and assessment decisions.</i></p> <p>The schoolwide plan will look at data from the following areas:<br/>         2024-2025 NACAS Assessments (Reading and Math)<br/>         2024-2025 Classroom Formative Assessments<br/>         2024-2025 MAP Assessments<br/>         2024-2025 Wonders Baseline/Unit Tests<br/>         Powerschool Grades<br/>         (We use last year's data and the current year, as the assessments are given.)<br/>         The data is disaggregated and compiled by our school improvement data committee at the ESU annual Data Retreat. Prior to working with data, committees receive staff development from the ESU staff on the importance of data collection, how to disaggregate data, and how to interpret data. The committee agreed to narrow the scope of results being examined to accomplish our school improvement goals better. This data is then shared with the entire staff and administration during teacher workdays prior to school opening in August. Throughout the school year, beginning on the first day, committee members who work at school constantly provide advice, ask questions, and collaborate to ensure that we are offering the best opportunities for all students enrolled in our Title 1 Reading or Math program. 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.<br/>         Data is also collected and evaluated at our monthly MTSS meetings. Our data is housed in EduClimber, and we use our EduClimber program to identify patterns in proficiency, risk, and growth, reveal trends for different groups of students, and improve outcomes for all learners.</p> |
| <b>1.2</b> | <p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</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 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 parents with materials in a periodical form, entitled "Helping Children Learn," from The Parent Institute, each month on the school's website. <a href="https://www.jccentral.org/">https://www.jccentral.org/</a><br/>         Students and parents are invited 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.<br/>         A survey was sent to parents, JCC teachers, and the community to gather input on a potential four-day school week. The parents/community responded through email, phone calls, and QR codes.<br/>         A Title 1 survey was passed out to all K-3 parents at the Parent/Teacher conferences in the fall, and the results were discussed at the Annual Title 1 meeting.</p>  |
| <b>1.3</b> | <p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i></p>   |

Johnson County Central's newest school improvement plan is "Improving Student Learning Through a Growth Mindset". To have a growth mindset means that we understand "failure" is part of the process to greater learning and that "everyone can change and grow through application and experience" (Dweck 7). We will be working with staff and students to help foster and nurture a growth mindset with the use of the book "Mindset: The New Psychology of Success" by Carol Dweck, "Mathematical Mindsets" by Jo Boaler, and the School Kit from MindsetWorks.

Starting with the 2024-2025 school year, JCC has implemented a new calendar, where approximately every other Monday is a Teacher In-service day, with no students present, allowing us to focus on school improvement.

## 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.*

Currently, students who are not reaching benchmark/grade level norms (NSCAS, MA, Wonders weekly and unit tests, EnVision Unit tests, ELDA tests, or STAR Accelerated Reading goals or Wonders benchmark tests) are referred for additional instruction. These interventions include: seating changes, Title 1 pull-out, student conferences, ELL pull-out, intensive classroom teacher interventions before or after school, and extra Accelerated Reader and Accelerated Math interventions. An Intervention teacher is also available for one-on-one student assistance throughout the school day. The Title 1 teacher assists in the teaching of small reading groups as well. The small groups in the elementary school are beneficial. The Elementary uses interventions that improve student learning at the appropriate grade levels. IXL computer program is used for additional practice/review of academic skills. NSCAS tutorials are designed for students to practice navigating the computer before the actual test and to read sample questions, so they are familiar with the types of questions asked.

Our MTSS team consists of classroom teachers, Title I teacher, resource teachers, guidance personnel, the school psychologist, the Director of Student Services, the principal, and the classroom teacher who is making a recommendation to the team regarding either behavioral or academic issues. Our MTSS team meets monthly to discuss areas of concern and address them.

Our school psychologist and counselors are available to meet with students individually if the MTSS team feels that is necessary or at parents' request.

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 qualify. Johnson County Central Schools try to cover the needs of our students emotionally, nutritionally, and academically.

## 3. High quality and ongoing professional development

**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.*

The entire staff participates in a monthly in-service to meet our school improvement goal of a growth mindset. Our staff is broken up into small groups, and the book "Mindset: The New Psychology of Success" by Carol S. Dweck, Ph.D, is discussed along with ways that we can incorporate these ideas into the classroom.

ESU 4 always has professional development activities and workshops for teachers and administrators. Teachers are encouraged to attend. Teachers are entitled to three professional days throughout the school year and may be granted additional days if approved by the administration.

“Johnson County Central’s Professional Growth Requirements:

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. It shall conclude on the preceding day six years thereafter.

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.

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 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.”

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

4.1

*Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.*

The Title 1 annual parent meeting is held in the spring of the school year at the Tecumseh Elementary Building site through a PowerPoint presentation involving administrators, teachers, parents and outside consultants and community members.

4.2

*Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.*

4.2 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.

In the fall, parents of students in grades K-5 were invited to attend the annual Pumpkin Decorating/Tailgate supper. The families participated in 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.

In February, JCC's Title 1 program hosted a Book Bingo Night for grades K-5. Before BINGO began, an informational Title 1 meeting was held for parents to explain the benefits of having a Schoolwide Title 1 program and what that means for 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 water.

During Parent-Teacher Conferences, the K-3rd-grade Title 1 teacher was available for conferences in both the fall and spring.

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.

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| <b>4.3</b>  | <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.</i> |
| <p>The components of the parent-student-teacher compact and the Title 1 Parental Involvement Policy were developed in collaboration with parents and teachers. The components are reviewed often to ensure 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. It is also posted on our JCC school website.</p> |   |

## 5. Transition Plan

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|---|---|
| <b>5.1</b>  | <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).</i> |
| <p>Preschoolers in the district are provided with a meet and greet night prior to the first day of classes. Students meet each other and the teacher, and are familiarized with their room. Parents meet the teacher and receive information about the preschool program. The district hosts a Kindergarten Round-up each spring. Students and their parents attend a meeting about the kindergarten program, the necessary health requirements, and the school regulations that are required for kindergarteners. The Title 1 teacher visits with the parents, informing them of available Title 1 opportunities their child might take advantage of in kindergarten. The children are exploring the kindergarten classrooms and participating in activities given by the kindergarten teachers.</p> <p>The JCC Tecumseh Site Elementary holds an Open House in the fall prior to school opening for preschool through third grade. The students meet their teachers, unpack supplies, and the teachers give a brief presentation of classroom rules and procedures.</p> <p>Third-grade students are given the opportunity to visit the fourth-grade classrooms in the spring. They can follow the 4th-grade students and eat lunch with them.</p> |   |
| <b>5.2</b>  | <i>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).</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, third-grade students attend an orientation at the Cook Site. This allows them to meet teachers, tour the school with administrators and counselors, and ask questions about what to expect for the upcoming year. A PowerPoint presentation is given to Sixth Graders on the first day of school, teaching them how to use an iPad properly. Fifth-grade students visit each of the sixth-grade classrooms in the spring and, during the fall, walk through before school starts in August.</p>  |   |

## 6. Strategies to address areas of need

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| <b>6.1</b> | <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.</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). The Title 1 teacher and the classroom teacher work with students in the Language Arts and Math areas. They may work with students one-on-one or in small groups throughout the day.

At the Elementary site in Tecumseh, summer school is offered to students in grades K-5 who require 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 Wonders
- MAP Test results (where applicable)
- NSCAS 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. to 8:00 a.m. on all days when school is in session.

It is worth noting that many JCC teachers also provide assistance to students before and after school, as well as during recess and lunch. Whenever help is needed, our teachers are supportive.

## 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). <i>(If you choose not to consolidate, N/A is acceptable.)</i> |
| N/A |   |