

Schoolwide Plan Title I Plan for Johnson County Central Elementary –Cook, North Site

Background

Johnson County Central is a new district that was formed from the merger of Tecumseh Public Schools and Nemaha Valley Public Schools in June of 2007. Because of the merger the district was granted a “year off” in the school improvement process and the new district adopted the Tecumseh Public Schools’ school improvement goals. During the 2007-2008 school year the new district focused on team building for both students and staff. Since the merger, Johnson County Central has had two elementary sites. There is a Pre-K through 3rd grade and a 4th through 5th at the Cook site, and a Pre-K through 4th grade at the Tecumseh site. In the spring of 2011, the school board decided to consolidate grades K through 3 elementary classes to the Tecumseh site, and grades 4 through 5 to the Cook site.

It has been a goal of Johnson County Central Schools to be consistent with the curriculum used for our students. Over the past four years, the Cook site and Tecumseh site elementary buildings have been using different Math and Reading series. Johnson County Central has been doing research for the past two years to determine a Reading program that will best serve our students. In the spring of 2011, the school board approved Pearson’s Reading Street to be used for Johnson County Central’s elementary reading curriculum.

As a result of the changes in our school system, our Title I program will be changing. Staff members will be re-assigned for the 2011-2012 school year, resulting in a change in the Title I curriculum. The Title I program will be using My Sidewalks, the resource portion of Reading Street.

In March of 2011, Johnson County Central Public Schools participated in the external visit process of the AdvancED accreditation through North Central Association Commission on Accreditation and School Improvement.

The Schoolwide Plan

The district has decided to go to a schoolwide plan to better serve the needs of all students. All three sites qualify with their free/reduced lunch over 40%. The flexibility that a schoolwide Title I program provides will allow our district use its Title I resources to help all students.

With our new reading curriculum, much staff development will be required to ensure consistency, common language, and equity.

As the staff chose the most appropriate reading series, the big five in reading as outlined by the National Reading Panel (Phonemic Awareness, Alphabetic Principle, Fluency, Vocabulary, Comprehension), the Nebraska State Standards, use of technology, cross-curricular lessons, and Response to Intervention, were all components that the staff looked for in a reading series. The staff, administration and school board consistently agreed that Reading Street would meet the needs of the district.

Johnson County Central schools have planned five full days of staff development to prepare teachers for the use of the Reading Street program. To assure the success of the reading program, and to use the program and the resources included within, the district approved the purchase of Promethean White Boards and Mobi interactive slates for each elementary classroom. The staff development days will be used to train our teachers in the use of the Reading Street reading series in conjunction with the technology being provided.

Johnson County Central schools will be using the Saxon Math series as its major mathematics source. We feel that this is a strong program to ensure that our students' mathematics needs are being met.

Title 1 funds received for the 2011-12 school year will be utilized in the manner prioritized as follows:

- Title I staff salary
- Title I resources
- On-going parental involvement program

Plan Preparation Part B- Cook, North Site

Participants involved in developing the plan

The following teachers, administrators, parents and outside consultants are members of the Schoolwide Title I planning team:

Rich Bacon	Middle School Principal
Doug Schnack	Title I
Jannette Palmer	Middle School English/Spanish
Jon Rother	Elementary Principal/Title I Coordinator
Mitzi Hoback	ESU 4 Staff Developer
Julie North	Parent
Jackie Goracke	Parent
Susie Lacy	Para educator
Eleta Eisenhauer	Title I Teacher
Jack Moles	Superintendent
Susan Dieckgrafe	3 rd grade teacher
Tanya Crotty	3 rd grade teacher

Staff Support Part C Cook, North site

More than 90% of all certified staff voted to support his schoolwide Plan

The Cook, North site elementary staff members welcome the opportunity to be part of a schoolwide Title I program. As we see the numerous and various needs of our students we continually challenge ourselves to best meet their needs. We feel that our students' success rate will increase with more staff and materials available for this task. At a May 5, 2009, staff meeting certified staff voted 100% to support a schoolwide Title I program.

Components of a Schoolwide Program Part 1 –Cook, North site

1.1 The schoolwide plan will look at data from the following areas:

- 2007-2011 ITBS tests
- 2004-2011 State standards
- 2005-2011 DIBELS
- 2010-2011 NeSA Assessments
- 2007-2011 Classroom Formative Assessments
- 2011-2012 MAP Assessments

1.2 The student data is disaggregated by the following subgroups: gender, ethnicity, socioeconomic status, special education, and English language learners.

The data is disaggregated and compiled by our school improvement data committee at the ESU 4 annual Data Retreat. Prior to working with data our data committee receives staff development from the ESU staff on the importance of data collection, how to disaggregate data, and how to interpret data. This data is then shared with the entire teaching staff and administration.

1.3 Johnson County Central has highly qualified teachers and administrators.

We are a data driven school with staff members who are knowledgeable about state standards, assessments, standardized testing, and know how to interpret the results. All of our teachers and administrators have attended ESU 4 inservices on standards, assessments, and using data. Annually our school improvement data committee attends the ESU 4 sponsored data retreat.

1.4 Parents/Community needs were identified.

We identify parent needs through our individual meetings with Title 1 parents twice a year at parent/teacher conferences, through the Title 1 Compact, and through parent serving on committees (Preschool Advisory Committee, and School Improvement Committees).

A Parent-Teacher Organization was recently brought into existence to aid us with parent needs.

1.5 The plan clearly identifies existing improvement efforts, identified strategies, resources, and interventions to meet the school's goals and student needs.

Johnson County Central Schools completed the accreditation process in the spring of 2011 with a Quality Assurance Review team. The school district is now working towards a school improvement goal of reading comprehension through the use of Marzano's methods of building vocabulary.

All district staff are being trained using Marzano's methods for building comprehension through the use of effective vocabulary building. ESU 4 is working closely with Johnson County Central to provide staff development and implementation of these vocabulary strategies.

Johnson County Central's elementary teaching staff is also undergoing staff development for the use of Promethean Smart Board technologies in tandem with Mobi Quick Screens. This technology will help teachers to differentiate their delivery of material and to teach from a variety of mediums.

At the conclusion of the 2010-2011 school year and twice more in the fall of 2011, the Johnson County Central elementary teaching staff will have staff development training in the use of the new Reading Street reading series. This will allow the teachers to become familiar with the teaching materials and the strategies to best deliver the materials.

Schoolwide Reform Strategies Part 2- Cook, North site

2.1 Johnson County Central annually reviews, analyzes, and tracks data to ensure proficient and advanced levels of achievement.

This data review is done during the summer at an ESU 4 sponsored data retreat. The school improvement data committee team members are in attendance as well as other interested parties including administrators.

2.2 Multiple strategies based on scientific research are used to provide additional assistance to identified needs of target populations and individual students failing or at-risk of failing to make progress on standards as well as students moving towards the advanced levels.

Currently, students who are not reaching benchmark/grade level norms (DIBELS, STAR tests, Assessment of Educational Need Spring Classroom Composite, and Kindergarten and first grade end of year checklist) are referred for additional reading and math instruction. Our elementary school utilizes the intervention materials provided by SRA, Open Court. Additional interventions include: Title I pull-out, classroom teacher intervention, and extra Accelerated Reading and Math. Middle school reading staff has been trained in the "Fame" program.

As we move to the Reading Street series, we will also be involved in RTI training.

The elementary will be incorporating the intervention that improves student learning projects at the appropriate grade levels. "My Sidewalks" will be used as part of the Reading Street series for interventions.

2.3 The plan includes strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state standards through counseling, student services, mentoring, and innovative teaching and team teaching methods such as applied learning.

Our elementary has a student assistance team which meets monthly to help students who are struggling academically or behaviorally by giving the classroom teacher suggestions and collecting data. Our counselor is also a member of our student assistance team. The elementary counselor works with individual students and parents when requested by teachers and /or parents.

Before and after school times have been scheduled for at risk students, when necessary, to help those students be more successful. (Ex. Breakfast conversations, Book Club and mentoring)

Instruction by Highly Qualified Teachers- Part 3 Cook, North Site

3.1 Teachers are endorsed in the area of assignment and certified to meet Nebraska Rule 10 requirements and participate in professional development activities.

All the elementary teachers, including the Title 1 teacher hold elementary teaching certificates. The elementary principal holds a K-8 administration certificate and the counselor has a k-12 counseling certificate. Some teachers hold multiple endorsements while many have master's degrees in their endorsed fields. All staff are meeting district guidelines in compliance with professional development activities.

3.2 Paraprofessionals meet the NCLB requirements and are included in professional development provided to other staff members. They are provided ongoing training specifically designed for paraprofessionals.

This summer all paraprofessionals who are not NCLB qualified will attend online training. This training will be done together to help with this process. Our paraprofessionals are included in training when it pertains to their duties (ex: Mid-Winter ESU 4 inservice, State Reading Conference, Autism Conferences and Workshops, and Early Childhood trainings).

Strategies to Attract Highly Qualified Teachers- Part 4 Cook, North Site

4.1 A mentoring program and formal process are in place to train new staff members.

Our district uses the mentoring program that is set-up by ESU 4. We provide the release time, substitute, and transportation for the ESU 4 mentoring program. New staff members are paired up with the others in the same grade or same job title.

High Quality and Ongoing Professional Development- Part 5 Cook, North site

5.1 The entire school community participates in high quality professional development that is focused on proven effective strategies that focus on student performance on the assessment of content standards.

All of our elementary teachers will receive training on the Reading Street series. They will also be receiving training on Marzano's vocabulary strategies to improve reading comprehension. This is all in accordance with Johnson County Central's school improvement plan.

Johnson County Central works closely with ESU 4. Currently, ESU 4 personnel are helping us through the process of selecting a core reading program. ESU 4 has helped us in the areas of state standards, special education, technology, and best practices to develop and promote professional growth. We will be working closely with ESU 4 as we develop the district RTI plan.

5.2 An ongoing professional development plan and process is in place to meet the targeted needs of all students and teachers through the identified strategies.

Our district is very focused on student achievement. We have examined student data and determined that our district needs to focus on improving reading and writing skills for all students Pre-K-12th grade. Our elementary staff will be participating in staff development to aid teachers in teaching quality vocabulary strategies, leveled reading strategies, and the use of reading stations.

Strategies to Increase Parental Involvement – Part 6 Cook North Site

6.1 , 6.2, 6.3 Parents/community members have multiple opportunities to be actively involved in developing and implementing the schoolwide plan.

The components of the parent compact are reviewed often to assure that all parties are fulfilling their role and responsibilities. A building level parent policy, meeting Title I requirements has been developed with parent input.

The Title 1 teacher meets with Title 1 parents twice a year during parent/teacher conferences. During this time she reviews the compact, solicits ideas or changes, discusses the program, and asks for input.

We have had a morning meeting for fathers of students in our district and held a Title I informational parent night. We also hold monthly Parent-Teacher Organization meetings with the elementary principal present.

Since the school improvement process includes Title I, the goals and the objectives are one in the same. We have parents, staff, and community members on our school improvement committees and are constantly seeking input.

6.4 Ongoing activities provide opportunities for parents to be involved in the education of their child(ren). Strategies to increase parent involvement, such as family literacy services or implementation of model approaches to improving parental involvement are provided. The importance of communication between teachers and parents is addressed on an ongoing basis.

Our elementary secretary works hard on making schedules for parents to attend parent/conferences. Times are flexible and teachers even use times beyond the school day to fit parents' schedules. Teachers often call parents and encourage rescheduling any conferences missed. Spanish translators are available at parent/teachers conferences and used when needed. Each site has a Spanish translator available during the regular school day if needed. Parents, usually two, are appointed for the school year to assist the classroom teacher with class parties, field trips and extra learning events where additional supervision might be beneficial. PUFF, People United for Families, an Otoe County based organization offers an adult homework assistant for students on a weekly basis in the Talmage community. They attempt to coordinate with the classroom teacher to determine how to best help the students who wish to take part in their after school program. This same organization has hosted an annual "Family Night Out" for parents and elementary age children. This included a light meal and an age appropriate program. (Ex. The How To of Turning off the T.V. and reading a book with your child.) The Middleschool has hosted an evening class on computer safety for parents and students.

The Parent-Teacher Organization is open to all parents in our district. These meetings offer an open forum for parents, teachers and administrators to discuss school, curriculum and educational issues.

Transition Plan – Part 7 Cook, North site

7.1 The transition plan includes multiple and varied contacts and activities for students, parents, and school personnel and is evaluated regularly by affected parents and school staff.

Preschoolers in the district are provided with a meet and greet night prior to the first day of classes. Students meet each other, 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 come to round-up for 2-3 hours and experience the classroom, meet the teachers, and receive a health screening. The parents are informed about the kindergarten program, the necessary health and school regulations required for kindergarteners.

Extra transitions are scheduled as needed. The district asked for volunteers to change attendance site to balance class numbers. Even though this transpired during the summer, a transition evening event was scheduled to meet the needs of those students and parents.

7.2 Transition plans are implemented and evaluated, by involved parties at affected levels, to determine effectiveness at all grade levels and include, when appropriate, college and career awareness and preparation and/or integration of vocational and technical education programs.

For the transition from elementary to middle school, the middle school hosts a walk through prior to the first day of classes. Students and parents receive their schedule, walk from class to class, meet the teachers, and learn about curriculum.

The middle school to high school transition is handled through a move up day. In the spring, 8th grade students come to the high school, walk through the building, meet the teachers, and receive information regarding their next year's enrollment.

7.3 An orientation program is used to familiarize students and family members to school programs and community educational resources.

Orientation programs are provided at each level of transition. Preschool students and parents receive orientation on their meet and greet night. Kindergarten students and parents are orientated during their spring round-up. 6th graders and their parents receive orientation on their walk through night prior to the first day of classes. The move up day for 8th graders in the spring serves as their orientation.

7.4 The transition plan provides for accommodations based on cultural needs.

Our district provides a Spanish interpreter at all of our sites. The interpreters are available at orientation activities, open houses, round-ups, parent/teacher conferences, and meet and greet nights. Our district web site provides for translations to Spanish at the click of the mouse. Our ELL staff helps with the transition activities when they have students involved.

Teacher Participation in Assessment Decisions – Part 8 Cook, North site

8.1 Teachers and administrators participated in the selection of MAP (Measures of Academic Performance) assessments and NeSA implementation.

The decision to move from the ITBS (Iowa Test of Basic Skills) to the MAP assessment was done with input from teachers and administrators. Both felt that the MAP assessment would give teachers and students more meaningful data that could help teachers adjust curriculum accordingly.

Strategies to Address Areas of Need- Part 9 Cook, North site

9.1 The plan identifies how certificated and non-certificated staff are used to support implementation of the plan.

As we begin training with the Reading Street series, decide which teachers will be teaching which grade and where, we will assess the needs of non-certified staff. At this time, we do not know how our Reading curriculum will be implemented, thus, we do not yet know how our non-certified staff will be best used.

9.2 Evidence of multiple opportunities to extend or increase learning time within and beyond the instructional day that are supported through staff collaboration and planning.

Some students are provided Title I times before school and after school. Our library is open from 9:30-11:30 M-Thurs. June-July. During our open library time we offer Accelerated Reader contests with prizes and a story hour for little kids.

Our paraprofessionals work with small numbers of students usually in the classroom setting giving assistance as needed. In the middle school, our paras audio targeted classes in order to make notes available and to insure understanding of assignments and expectations of the classroom teacher.

Other learning opportunities include the opening the library before and after school, coordination with the county extension agent for after school programs 4-8 times per year, and teachers extending learning times for those students in need either before or after school. PUFF offers assistance with homework or with teacher recommended drills for fact mastery at a weekly meeting.

**Coordination and Integration of Federal, State, and Local Services and Programs- Part 10
Cook, North site**

10.1 The plan identifies how Title I and multiple sources of funding and programs will support the schoolwide plan

Our site plans to use Title I funds to meet the needs of their students in the areas of Math and Reading. Our plan for next year is to use the funds to operate basically the same as previous years (target assisted), but with extra flexibility to help more students by going into the classroom if necessary, for staff development in the area of reading curriculum, core reading program, RTI, and staff training.

The district will continue to offer pre-school services. Because pre-school grant money has run out, the district will be charging \$200 per semester. Tuition for students qualifying for reduced lunch status will be \$100 per semester. Tuition for students qualifying for free lunch status will be free. Priority will be given to students who are 4 years of age as of October 15 of the previous school year. Within this group of 4 year old students, priority will be given to those students with an Individualized Education Plan, then to those qualifying for free and reduced lunches. The district preschool program follows the district school plan and is represented as a member of the school improvement team.

The district plans to use IDEA funds to add an FM sound system to each room at the middle school to improve student learning for all students. Use of a sound-field amplification system provides the teacher with a unique opportunity to maximize listening and learning opportunities in the classroom. Sound-field amplification research support benefits for both students and teachers.

10.2 The plan strongly identifies resources from multiple programs and sources for improving student achievement in core academic areas.

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.

Title IIA funds are consociated with ESU4 and 8 and are used to pay for staff professional development, salary for our ELL program, and for hiring staff to reduce the student/teacher ratio.

10.3 The school and community, through coordination and integration of Federal, State, and local services and programs work together as partners in supporting high achievement for all students.

Johnson County Central Public Schools continues to support all students within the district. We offer support, services, and staff development opportunities to St. Andrews Catholic School and their staff. Enrichment classes have been offered to students who do their core classes at home. We offer a summer lunch program for all youth 18 and younger. Our summer library program is open to anyone in the community. The district hosts parent trainings in conjunction with Southeast Early Childhood Professional Development for area parents and caregivers.

The elementary principal is an active member of the county's 11-84 Treatment Team and participates in their meetings. The 11-84 Treatment Team and a local business, MBA Poultry, are members of the district's Preschool Advisory Team.