

Schoolwide Plan Title I Plan for Johnson County Central Middle School

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 the will best serve our students. In the spring of 2011, the school board approved Pearson’s Prentice Hall Literature series for use in the Middle School Language Arts 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 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 Pearson Prentice-Hall Literature 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 Pearson Prentice-Hall Literature series in conjunction with the technology being provided.

Title 1 funds received for the 2011-2012 school year will be utilized in the manner prioritized as follows:

- Staff development and curriculum
- In-school tutoring program to improve basic skills - grades 6-8
- On-going parental involvement program
- Professional development activities available to all district personnel
- Summer program for remediation and/or enrichment as funds are available

Plan Preparation Part B- Middle School 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 – Middle School Site

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

The middle school staff members are excited about becoming a schoolwide Title I program. 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 – Middle School Site

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

- 2007-2011 ITBS tests
- 2004-2011 State Standards
- 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 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. With the help of ESU 4 all of our teachers and administrators have attended 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 Pearson Prentice-Hall Literature 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- Middle School

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 (ELDA tests, and STAR tests, NeSA assessments, MAP assessments) are referred for additional instruction. These interventions include: Title I pull-out, ELL pull-out, Title I study hall, and intensive classroom teacher interventions.

The Cornell Note-taking Method was adopted by Johnson County Central's middle school.

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 middle school 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 middle school counselor works with individual students and parents when requested by teachers and /or parents.

Instruction by Highly Qualified Teachers- Part 3 Middle School

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 middle school teachers, including the Title 1 teacher hold teaching certificates and endorsed in the area of assignment. The middle school principal holds a K-12 administration certificate and the counselor has a k-12 counseling certificate. 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, Early Childhood trainings).

Strategies to Attract Highly Qualified Teachers- Part 4 Middle School

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 staffs are paired up with the others in the same grade or same job title.

New Teachers' Workshop at ESU 4 from 9:00am to 3:00 pm. All new K-12 special ed, career ed, and vocational ed teachers to the ESU 4 area are invited and encouraged to attend this two-day workshop. The ESU 4 team will discuss a variety of topics including school improvement, professionalism, instructional strategies, 6 Trait Writitng, reading and writing across the curriculum, and technology tools to improve instruction. \$15 registration fee per day. Registration is due by May 15th.

High Quality and Ongoing Professional Development- Part 5 Middle School

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 middle school teachers will receive training on the Pearson Prentice-Hall Literature 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. 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 focus the next few years will be developing, implementing, and inservicing staff on the selected middle school literature series, Marzano's vocabulary strategies and the Cornell Note-taking Method.

Strategies to Increase Parental Involvement – Part 6 Middle School

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.

The district works hard on setting up parent/teacher conferences. We try to select the date and times to meet parents' schedules. Spanish translators are available at parent/teachers conferences and used when needed. Each site has a Spanish translator available during the day if needed.

The district's student management system allows parents to view their student's grades on line. The district holds "how to sessions" if parents need help with checking their grades.

The district also maintains a very informative website which includes a translation into Spanish if necessary. We have a calling system that teachers use to inform parents of timely news (upcoming tests, important items to bring to school, etc.)

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 Middle School

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.

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 and walk from class to class and 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 and walk through the building, meet the teachers, and receive information regarding their next year's enrollment.

High school students are provided opportunities for dual credit classes, Peru State College Pathways workshop is attended by sophomores, Health Opportunities Fair attended by juniors, work release for seniors, college and military recruiters are made available throughout the year.

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

Incoming 6th graders and their parents are provided a walk through night prior to the first day of school. During this walk through, parents and students meet the teachers, get curriculum overviews, practice opening lockers, and become familiar with the building and their schedules. 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 Middle School

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 Middle School

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

Once the district completes the schoolwide intervention to improve student learning, project and the RTI process a more prescriptive plan for utilization of all staff will be put into place. The goal of the plan is to use all staff to improve student learning in the all content areas.

One important piece of the schoolwide plan is staff development of all staff, both certified and non-certified. Until the schoolwide intervention to improve student learning project, and the RTI process is selected a prescriptive plan how staff would be utilized would be foolish. All staff, certificated and non-certificated, will be involved in the staff development to implement the schoolwide intervention to improve student learning.

Currently, we use our Title 1 teacher to work with students who qualify for services using our matrix. The Title 1 teacher works with students on skills (Math and Reading) in which the student is lacking, in small groups or individually during the day, before, or after school.

9.2 , 9.3 Evidence of multiple opportunities to extend or increase learning time within and beyond the instructional day that are supported through staff collaboration and planning.

At the Middle we offer summer school for students to recover credits not gained during the school year and the school library is available throughout the summer.

Middle school students receive services before school, after school, and during their study hall time.

Saturday school, an opportunity for middle school students to receive academic help after missing school, is available to all students throughout the school year.

**Coordination and Integration of Federal, State, and Local Services and Programs- Part 10
Middle School.**

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

The middle school plans to use Title I funds to meet the needs of their students in the content. 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 and for staff development in the area of a selected schoolwide intervention to improve student learning across the curriculum.

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 and Title III funds are consociated with ESU4 and ESU8 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. 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.