

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
County Dist. No.:	49-0050-000
School Name:	Johnson County Central Middle School
County District School Number:	49-0050-004
School Grade span:	6-8
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:	Rich Bacon
School Principal Email Address:	rich.bacon@jccentral.org
School Mailing Address:	407 N 1st Street Cook, NE 68329
School Phone Number:	402-864-4181
Additional Authorized Contact Person (Optional):	Julie Beach
Email of Additional Contact Person:	julie.beach@jccentral.org
Superintendent Name:	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 _____ _____ _____ _____ _____	<u>Parent Administrator</u> 2nd Grade Teacher 6th Gr. Reading/Title 1 Teacher 4-5 6th Gr. Lang. Arts/ Title 1 Teacher 6-8 K-3 Title 1 Teacher K-3 Reading Teacher _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 114	Average Class Size: 38	Number of Certified Instruction Staff: 15
Race and Ethnicity Percentages		
White: 68 %	Hispanic: 28 %	Asian: 1 %
Black/African American: .8 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 1 %		Two or More Races: 1.2 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: ? %	English Learner: 56 %	Mobility: ? %

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

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: -PowerSchool grades -Classroom Formative Assessments -NSCAS Assessments (Reading & Math) -MAP Assessments (Reading, Language Usage, & Math) -STAR Reading Test</p> <p>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. 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 in the Spring 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 several a year, at parent/teacher conferences, through the Title 1 Permission letter, Parent Survey, Pumpkin Night, Book Bingo, and through parents serving on committees (such as the School Improvement Committees, and Annual Title 1 Meeting). At these meetings parents share their thoughts, ideas, and areas of need and/or concern. Notes/minutes are taken at the meetings by the Title 1 teachers. These notes are shared and discussed with the district Title 1 Director, who shares information with teachers and staff. The Title 1 teacher provides parents with materials or examples on the school website (math and reading at home skills, reading logs, important of attendance information, and homework and organizational help). JCC provides a periodical, entitled, "Helping Children Learn", from The Parent Institute, each month, both on our website as well as a hard copy.</p> <p>Parent surveys are filled out during the Fall Parent/Teacher Conferences about the JCC Title 1 schoolwide program. If parents do not come to conferences, then surveys are sent home and are returned to school.</p>
1.3	<p><i>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.</i></p> <p>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</p>

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	<i>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.</i>
<p>Currently, students who are not meeting reading benchmark/grade level norms (including 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 or Accelerated Math interventions. JCC has employed a Reading Teacher beginning in the fall of 2011 to assist in the teaching of small reading groups. JCC employed a Title 1 teacher in the Middle School in the fall of 2015 for grades 6-8. The Title 1 teacher assists in the completion of homework and supplemental instruction through Accelerated Math, and IXL online work based on teacher recommendation and MAP test results. This will assist in our school improvement expectations to improve reading comprehension through a higher level of vocabulary, and basic math skills development. It is felt that the small groups in the Middle School is beneficial for those students who might be falling behind.</p> <p>Our SAT (Student Assistance Team), which consists of experienced classroom teachers, guidance personnel, and principal, makes recommendations in the areas of academics and behaviors. The SAT has a chairperson, who conducts meetings as they are necessary. The forms provided illustrate the referral process the teachers must complete before the SAT meets to discuss the student. At the meeting, the classroom teachers making the referral begin by stating their 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. The next step is to schedule with a psychologist for testing to take place. After testing, the findings would be discussed with 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 additional recommendations or be placed in a different program. In the event that the student would not qualify for Special Education, the SAT would continue to meet and discuss additional suggestions and support to the classroom teachers.</p> <p>Our counselor works with individual students and parents when requested by teachers and/or parents.</p> <p>In the 2015-2016 school year we instituted the “Teammates” program at JCC.</p> <p>Johnson County Public School System has a Mental Health Therapist available to see students twice a week.</p>	

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>
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All paraprofessionals are NCLB qualified through online training. All paras attend a CPI training. Our paraprofessionals are included in training when it pertains to their duties (Reading Street training, Marzano vocabulary training, State Reading Conference workshops, Engaging Educators Conference, and Early Childhood trainings, and other ESU workshops.)

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. Most had Marzano training before the implementation of a vocabulary strategy to improve reading comprehension. During the school year, more training and guidance is offered through the ESU and the Nebraska Department of Education. 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: The professional growth period for employees who attained 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. 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.”</p> <p>In the folder is a PDF of JCC Professional Growth Policy, Committee, Categories, Requirements, and Application.</p> <p>Also in the folder is PDFs of additional development activities that are offered to staff throughout the year.</p>	

5. Strategies to increase parental and family engagement

5.1	<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>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>	

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.

The 6-8 grade Title 1 teacher was available during the Parent-teacher conferences in the fall and in the spring, where the Title 1 teacher was available to conference with parents. Parents asked questions and were shown examples of what students work on during Title 1.

Every year in the Spring the School-Parent Compact is reviewed at the Annual Title 1 Meeting, going over everything that was covered at the parent meetings at Pumpkin Night and Book Bingo. At the annual meeting, the compact is updated as necessary.

5.2 *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.*

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.

5.3 *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.*

The Title 1 Annual Parent Meeting is held in the spring of the school year at the Tecumseh site through a Power Point presentation involving administrators, teachers, parents, and outside consultants and community members. Those people on the committee are as follows:

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 & fifth), Judi Borrenpohl-K-3/Reading/Math Teacher, Lori Broady/Jen Madison-ESU 4 Staff Developers, Sue Borchert- School Board Member, Marsha Bacon-guidance counselor, Kim Wellensiek- School Board Member, Maggie Rother-Science Teacher, Mary Teten-Paraprofessional, Daisy Mejia-School Secretary/Interpreter/Parent, Drew Case-Parent, Melissa Golden-Parent, Jackie Goracke-Parent, Beckie Robeson-2nd grade teacher/parent, Dan and Kim Bartels-parents.

6. Transition Plan

6.1 *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.*

Each spring 5th grade students visit each of the sixth grade classrooms and meet their upcoming teachers. The Guidance Counselor will go over a powerpoint with 5th grade students to go over 6th grade schedules and expectations. They are given the opportunity to ask a lot of questions about what it will be like in 6th grade. In the fall students attend the Middle School walk through prior to school starting in August. A PowerPoint presentation is given to Sixth Graders on the first day of school on how to properly use an iPad.

6.2	<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). Provide supporting documentation in the corresponding folder.</i>
<p>In the spring of their 8th grade year, the high school principal and guidance counselor come to the Middle School building to explain to students the High School Registration process, and the classes that are required to take in their high school career.</p> <p>In the spring, the 8th graders travel to the high school to tour the building, and shadow high school freshmen to get the experience of high school. While they are there, 8th graders get to meet with sport coaches and activity sponsors to get ideas of what each group might be like and to get answers to any questions that they might have.</p> <p>In the summer prior to their freshman year, students have ipad training with teachers, and an open house night for a chance to meet their new teachers.</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>
<p>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:</p> <ul style="list-style-type: none"> •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) •NSCAS Test results (where applicable) <p>JCC provides free school lunch during the summer for all children ages 0-18 years for the months of June and July.</p> <p>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.</p> <p>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.</p> <p>Starting in the Spring semester of 2017, 6th graders are offered a Robotics After School Club. Students from UNO volunteer their time to helping the students.</p> <p>A committee meets to come up with ideas for a regular After School Program for students.</p>	

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

8.1	<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>
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The Cook and Tecumseh sites plan to use Title 1 funds to meet the needs of their students in the areas of Reading and Math. Our plan is to use the funds to operate te 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.

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 have been allocated for class-size and professional development activities. Title III funds are joined with ESU 6 are used to pay for staff professional development.