

Title I Schoolwide Plan

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

Updated April, 2024

District Name:		Johnson County Central Public Schools	
County Dist. No.:		49-0050	
School Name:		Johnson County Central Middle School	
County District School Number:		49-0050-002	
Building Grade Span Served with Title I-A Funds:		Grades 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 checked="" type="checkbox"/> Yes <input 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. 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):		Ms. Ashlee Twohig	
Email of Additional Contact Person:		ashlee.twohig@jccentral.org	
Superintendent Name:		Mr. Jon Rother	
Superintendent Email Address:		jon.rother@jccentral.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p align="center"><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center"> <u>Jon Rother</u> <u>Judi Borrenpohl</u> <u>Julie Beach</u> <u>Beckie Robeson</u> <u>Kayleen Doeden</u> <u>Karla Benson</u> <u>Robyn Faris</u> <u>Michelle Borrenpohl</u> <u>Ashley Juilfs</u> <u>Mandy Goodrich</u> </p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"> <u>Administrator</u> <u>Title 1 K-3 Teacher</u> <u>Title 1 4-8</u> <u>Parent</u> <u>2nd Grade Teacher</u> <u>1st Grade Teacher</u> <u>1st Grade Teacher</u> <u>Kindergarten Teacher</u> <u>Parent</u> <u>6th Math/Science&Title 1 Teacher</u> </p>
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 129	Average Class Size: 12	Number of Certified Instruction Staff: 15
Race and Ethnicity Percentages		
White: 74 %	Hispanic: 20 %	Asian: 1 %
Black/African American: 2 %	American Indian/Alaskan Native: %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 2 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 45 %	English Learner: 3 %	Mobility: 3%

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	MAP
Wonders Benchmark/Unit Tests	Stars Reading Assessment
Star Math Assessment	Envision Unit Tests
Saxon Math Assessments	

Please write a narrative in each box below to correspond to the Rating Rubric.

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint 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 curriculum, instruction and assessment decisions.</i></p>
<p>The schoolwide plan will look at data from the following areas: 2023-2024 NSCAS Assessments (Reading and Math) 2023-24 Classroom Formative Assessments 2023-2024 MAP Assessments 2023-24 Wonders Baseline/Unit Tests 2023-24 Envision Math Assessments 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 receive 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> <p>Data is also collected and evaluated at our bi-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>	
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 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. https://www.jccentral.org/ 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.</p> <p>A survey was sent out to the parents, JCC teachers and the community to ask for input concerning a four-day school week. The parents/community responded through email, phone calls, and QR codes.</p> <p>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>	
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's newest school improvement plan is "Improving Student Learning with a Growth Mindset". To have a growth mindset means that we understand</p>	

“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 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 2022-2023 school year, JCC has implemented a new calendar, where about every other Monday is a Teacher In-service, no students, where we work on school improvement. The staff read “Mindset: The New Psychology of Success” by Carol Dweck and held group discussions about the book. A copy of the slides and questions is included in the folder. New staff are reading and discussing the Dweck book to foster a growth mindset with them.

JCCMS utilizes multiple data points to inform curriculum, instructional, and assessment decisions. These building level improvement efforts are coordinated with the district's greater school improvement plan.

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, MA, Wonders weekly and unit tests, Envision weekly or Unit tests, ELDA tests, or STAR Accelerated Reading goals or Wonders 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. Interventions are also possible for one-on-one student assistance, throughout the school day. The Title 1 teacher assists in the teaching of small reading groups as well. It is felt that the smaller class sizes in the Middle School are beneficial. The Middle School 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 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 MTSS team consists of classroom teachers, Title 1 teacher, resource teachers, guidance personnel, school psychologist, principal and the classroom teacher who is making a recommendation to the team either in behaviors or academics. Our MTSS team meets two times a month to discuss areas of concern.

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 2nd STEP Character Education materials with all students in regularly scheduled sessions in each Elementary classroom.

We use Move This World to provide social/emotional support for all students at least once per week.

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	<i>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. Provide supporting documentation in the corresponding folder.</i>
<p>The entire staff participates in an inservice every other week to meet our school improvement goal of growth mindset. Our staff is broken up into small groups and the book “<i>Mindset The New Psychology of Success</i>” by Carol S. Dweck, Ph.D is discussed along with ways that we can incorporate these ideas into the classroom.</p> <p>Math instructors participate in Math Acceleration in-service meetings with curriculum leaders from ESU4 several times throughout the school year. All staff who teach math, grades K-8, meet together to discuss the implementation of the Envision Math series.</p> <p>ESU 4 frequently has professional development activities and workshops for teachers and administrators. Teachers are encouraged to attend. Teachers are allowed 3 professional days throughout the school year and may have more if the administration approves.</p> <p>“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 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. Also in the folder is PDFs of additional development activities that are offered to staff throughout the year.</p>	

4. Strategies to increase parent and family engagement

4.1	<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>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. The agenda, attendance, and notes are included in the folder.</p>	
4.2	<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>In the fall, parents of students in grades K-5 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</p>	

<p>Schoolwide Title 1 program and what that means to all students K-8. 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.</p> <p>During fall and spring Parent-Teacher's Conferences, the Title 1 teacher was available for conferences.</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>	
4.3	<p><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>
<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. It is also posted on our JCC school website.</p>	

5. Transition Plan

5.1	<p><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>
<p>Third grade students are brought to the Cook site to visit the fourth grade classrooms and in the spring. They meet with the Counselor and Principal and are presented with school expectations and what a typical school day will be like. They receive a tour of the building and have recess with the 4th grade students.</p> <p>The JCC Middle School holds an annual Walk-through in the fall prior to school opening for the 6th through 8th grades. The students and parents are given a copy of their class schedule, along with all other required paperwork. Students and parents meet with the Principal for a brief presentation. All 6th through 8th grade students walk through their entire daily schedule where they meet with their classroom teachers and are given the opportunity to ask questions. Middle School students meet with the Principal on the first day of school to go over the student handbook.</p>	
5.2	<p><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>
<p>Fifth grade students meet with the counselor to discuss the transition to 6th grade. They visit classrooms and discuss the differences between 5th grade and 6th grade.</p> <p>Eighth grade students meet with the high school counselor and principal in the spring to discuss class scheduling. The eighth grade also visit the high school where they meet with the principal, high school teachers and activity sponsors and are given a tour of the high school facility.</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.

6. Strategies to address areas of need

6.1	<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.</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). A part-time Interventionist works with students in the Language Arts and Math areas. She works with students one-on-one throughout the day.</p> <p>At the Elementary site in Tecumseh, summer school is offered for students K-5 who are in 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 Wonders • 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>	

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>
N/A	