

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:	Garden County Schools
County Dist. No.:	35-0001
School Name:	Garden County Elementary
County District School Number:	35-0002
School Grade span:	Pre-K-5, grade 6 partial day
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:	Mr. John McKenna
School Principal Email Address:	jmckenna@gceagles.org
School Mailing Address:	800 W. 2nd Street - P.O.B. 230 Oshkosh, NE 69154
School Phone Number:	308-772-3336
Additional Authorized Contact Person (Optional):	Dr. Paula Sissel
Email of Additional Contact Person:	psissel@gceagles.org
Superintendent Name:	Dr. Paula Sissel
Superintendent Email Address:	psissel@gceagles.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>
<u>Paula Sissel</u> <u>John McKenna</u> <u>Jennifer Stanczyk</u> <u>Teresa Jenkins</u> <u>Michelle Dormann</u> <u>Sheila Litke</u> <u>Tammy Stegman</u> <u>Jody Smith</u> <u>Jason Spady</u> <u>Kathryn Beberniss</u>	<u>Superintendent</u> <u>Administrator</u> <u>Parent</u> <u>SPED Teacher</u> <u>Counselor</u> <u>Technology Coordinator</u> <u>2nd Grade Teacher</u> <u>4th Grade Teacher</u> <u>Administrator</u> <u>Parent</u>

School Information		
<i>(As of the last Friday in September)</i>		
Enrollment: 130	Average Class Size: 18	Number of Certified Instruction Staff: 18
Race and Ethnicity Percentages		
White: 90%	Hispanic: 6%	Asian: 0%
Black/African American: 2%	American Indian/Alaskan Native: 2%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 0%	
Other Demographics Percentages		
Poverty: 71.5%	English Learner: 2.3%	Mobility: 6.9%

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	STAR
NWEA MAP	ELPA 21 Available K-6
ACADIENCE/DIBELS	Test Wiz
CogAT7	MTSS / PELI

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

Place documentation in the corresponding folder on a 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>Garden County Elementary uses multiple sources of achievement data in order to assess the needs of our students. Teachers meet to plan, discuss, and share strategies to meet the needs of students based on testing data. Additional data discussions also take place in our MTSS process.</p> <p>Once the need is identified data is used to plan instructional modification(s) and appropriate use of intervention time. At Garden County Elementary intervention time for all students is incorporated into the daily schedule.</p> <p>The following assessments used to identify strengths and deficiencies in student achievement:</p> <ul style="list-style-type: none"> ● NWEA MAPS - assessments are administered to our K-6th-grade students ● NCSAS - assessments for language arts and math/3rd, 4th, 5th and 6th-grade students. Assessment for science is given to our 5th-grade students ● ACADIENCE/DIBELS - administered to Kindergarten thru 6th grade ● S.T.A.R. testing is used for 1st thru 6th grade ● CogAt 7 (Spring of 2019 is the 1st time for our district with CogAt - Used in the HAL or High Ability Learner identification process.) ● PELI - Identify special education needs at the preschool level. ● MTSS Assessment and service strategies. Ongoing data analysis provides the district and staff with best practices to meet the needs of students-at-risk. ● Test Wiz - used in supporting student testing practices
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> <ul style="list-style-type: none"> ● Parent/community information was gathered through the use of surveys completed by parents and students. Students were sent home with a parent survey with an incentive for parent involvement. Parent surveys were also available during parent-teacher conferences. Both digital and paper surveys were provided. ● Local providers administered health and dental screenings for all K-6 students.
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>

Ongoing improvement efforts include staff in-services and work time to analyze student data and develop improvement plans. Every school year, the school improvement action plans are updated with supporting documents that are research-based and aligned with state standards. The School Improvement Process steering committee meets monthly to review and update action plans and interventions.

- Math action plan - students will improve math performance.
- Reading action plan - students will improve reading comprehension.
- Curriculum action plan - to develop an articulated and variable K-12 curriculum in all content areas.
- MTSS Instruction Professional Development and Coaching Plan (MTSS SIP).

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>
	<ul style="list-style-type: none"> ● Special Education - Three special education teachers and three paraprofessionals provide services to students who qualify for special education services. ● Symphony Math - online math intervention program (includes off-line resources for staff and students) ● Core 5 - online reading and literacy intervention program (includes off-line resources for staff and students) ● WIN (What I Need) Time is provided at the end of the school day in order to create intervention time for all students. ● CHAMPS - an after-school program that helps students-at-risk or students that need extra learning support ● CHAMPS Summer School - summer program provided in the elementary school that supports students learning with an emphasis on S.T.E.M. skills. Kindergarten - incoming students are provided one-week of free instruction time (if wanted, they can attend the entire program) ● TeamMates - provides mentoring for at-risk students ● Migrant Education - partner with ESU13 and CASA to provide migrant education ● 504/SAT team meets monthly to discuss current plans and interventions, as well as adding new learning and behavior strategies to support students ● All support services are provided by the district for pre-school within the regular school setting. Both inclusive and exclusive, whichever is appropriate. ●

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>

All Paraeducators in the district are given introductory training in August and also receive ongoing training through ESU 13. Para-educators attend (on a rotating basis) an annual Paraprofessional Conference. All Para-educators who do not have 48 semester hours or an associate degree are required to take the Project Para course. In addition to this foundational training all Paraprofessionals attend the Midwinter Conference. During this professional development opportunity Paraprofessionals gain knowledge and strategies that can be used to better serve our students. Behavior management is an identified need therefore the targeted sessions for paraprofessionals have a focus on effective student behavior management.

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>
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Professional development and activities include staff pre-service and in-service days throughout the school calendar year. All staff members that work directly with students attend the ESU 13 Mid-Winter Conference and other professional conferences during the school year. These in-services and conferences focus on improving student performance. Select staff members also attend summer workshops for further professional development. Doing this bolsters their specific content area knowledge and/or key aspects that are related to coaching responsibilities. Teachers share their staff development trainings with other teachers through peer coaching and support. Teachers, as well as paraprofessionals, refine their instructional practice and management strategies through the support of instructional coaches and the principal.

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>
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A parent meeting was held in July, 2018. The parent/school compact was reviewed and amended on August 16th, 2018 during the annual Title I parent-student meeting. Parents in attendance were given the opportunity to discuss and change the compact. The Superintendent, Dr. Paula Sissel, was the facilitator of the meeting. Any changes to the document(s) were made and then distributed to parents at the annual parent meeting.

5.2	<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>
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Parent involvement opportunities are available for parents to be involved in the education process of their children. The staff and administration work to provide opportunities in both an educational and operational way.

- Parents review the parent engagement policy, as well as the parent-school-student compact.
- Parents have an open invitation to speak at every board meeting.
- Our annual meeting is held in August before the start of the school year. Parents and students can tour the school, meet with teachers and gain all the necessary operational information required for a secure start to the school year.
- The annual technology “boot camp” presentation is the same night as the annual parent meeting in August.
- The boot camp underscores computer usage and parents are shown how to use PowerSchool, how to navigate the school website and notified about the school Facebook page. This helps parents stay “in the loop” in regards to grades, activities and other upcoming events.
- Parent participation in holiday events, field trips, parades, and other miscellaneous events is always encouraged.
- Monthly class newsletters also reinforce the parent involvement with what is happening at school.
- Parent-teacher conferences that are held in the fall and offer parents an opportunity to keep apprised of their child’s progress. This is another opportunity for any concerns to be discussed.
- New students/parents, those who would like a refresher, attend the orientation night in the fall prior to school starting. They are introduced to teachers, tour the building/visit classrooms, and gain confidence to begin the school year.
- Parents are invited to a preschool orientation where operations are discussed as well as financial aid opportunities.
- Parents are also invited to attend a CHAMPS meeting, our after-school program.

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 annual Title I parent meeting is held in August in conjunction with the fall parent meeting. Parents are invited to review the parent engagement policy, as well as the parent-school-student compact. Parents are also invited to give feedback at the fall Parent-Teacher conferences. The items that are open for discussion include the compact, engagement policy, and other general concerns/suggestions they may have. In July, the annual parent involvement hearing is held with policy revisions shared.

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.

- Preschool Open House is held at the beginning of August. Parent information is shared during Open House. The Preschool is managed by Volunteers of America Western Nebraska (VOA). Garden County Elementary provides the teacher, support services, and paraprofessionals.
- Kindergarten Round-Up (Information Day) is held at the beginning of April. Information is shared with parents, students can meet their teacher, and can become acclimated with the classroom. Having preschool in the building helps with the transition to all day Kindergarten. PELI - Preschool academic program helps to identify at-risk students.

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>(5th and 6th) The 5th-grade students visit the high school building in the spring, tour the facilities and meet with school administration/counselors for a Q&A session. Student's transition to the high school building begins in the fall of their 6th-grade year when they receive instruction for three periods (music, science, and physical education) in the afternoon. Sixth-grade transition in the spring consists of going to the JR/SR high, have lunch, a Q&A session and a discussion with the school counselor/principal about their upcoming 7th-grade year. <i>Which consists of a full day at the HS.</i></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>The CHAMPS program (afterschool) and WIN time (daily intervention time) increase the amount of quality/focused learning time during the instructional day and afterschool. These programs help us focus on meeting the needs of students beyond the regular instructional day. MTSS progress monitoring and interventions team meets monthly to review monitoring and interventions data. These data reviews reveal which students need additional support based on the established criteria set forth in the district's decision-making rules.</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>
<p>The Garden County School district utilizes Title 1 funds to assist in implementing school-wide programs at both sites (Garden County Jr/Sr High and Garden County Elementary). The high poverty and consistent mobility rates in the district require funding. Sources include Title IIA, IDEA, Poverty Plan budget dollars, and local general fund dollars. An MTSS team, along with the SAT teams, assists in identifying the students with the greatest needs in reading and math through data review (core program, NWEA, DIBELS, STAR Reading, and NSCAS). The students are provided the additional support needed to show adequate growth in all academic areas. Progress monitoring is ongoing and provides another data point to ensure necessary interventions and supports are provided. Regular and special education teachers and paraprofessionals provide feedback to guide the supplemental instruction necessary to maximize the educational growth for all students.</p>	