

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 Jr./Sr. High	
County District School Number:		35-0001	
School Grade span:		7-12, 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:		Jason Spady	
School Principal Email Address:		jspady@gceagles.org	
School Mailing Address:		200 W. 4th Street - PO Box 230 Oshkosh, NE 69154	
School Phone Number:		308-772-3242	
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>Shauna Roberson</u> <u>Jason Spady</u> <u>Sheila Litke</u> <u>Judy Starke</u> <u>Kathryn Beberniss</u> <u>Michelle Dormann</u> <u>Paula Sissel</u> <u>Mike Wesch</u> <u>Shannon Corfield</u> <u>Connor McCord</u> <u> </u> <u> </u>	<u>Parent</u> <u>Administrator</u> <u>Technology coordinator</u> <u>LA Teacher</u> <u>LA Teacher</u> <u>Counselor</u> <u>Superintendent</u> <u>Math Teacher</u> <u>SPED teacher</u> <u>student</u> <u> </u> <u> </u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 116	Average Class Size: 19	Number of Certified Instruction Staff: 17
Race and Ethnicity Percentages		
White: 83.6 %	Hispanic: 14.7 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 1.7 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages		
Poverty: 53 %	English Learner: .8 %	Mobility: 10 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	ELPA21
NWEA MAP	ACT
DIBELS	STAR
CogAT7	ASVAB

***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	<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>NWEA MAPS assessments are administered to all students grades 7-12 in the fall and spring. The language arts department also does a winter MAPS assessment the first part of January. The 11th grade students take the ACT assessment in the spring, and 8th grade students take the NSCAS assessment. DIBELS IS also done through the 9th grade 3 times. Other assessments include the STAR reading test, ASVAB(11th grade), and ELPA21 for ELL students who qualify. The CogAt7 for grades 8 and 10 (Spring of 2019 is the first time) is also administered.</p> <p>Ongoing data analysis provides the district and staff information about which students are below grade level as well as data for high achieving students. Progress monitoring for struggling students is done weekly based on DIBELS data.</p>	
1.2	<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>The parent survey is given to each student grades 7-12 each year in the fall. The information is reviewed by administration and staff, and then shared with patrons of the district.</p>	
1.3	<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>On going 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 SIP steering committee meets monthly to review and up action plans and interventions</p>	

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>Strategies for LOW-ACHIEVING and HIGH-ACHIEVING Students</p> <p>Those students who are struggling to reach the proficient level on reading, language and math standards will receive more intense interventions. These interventions will include</p> <ul style="list-style-type: none"> • SPED - There two resource teachers (with two paraprofessionals) that provide services to students who qualify for Special Education. These services are generally inclusive in nature providing students instruction in the least restrictive environment to support student growth • Alternative education classroom - Odysseyware is used in the alternative educational setting for students who are below grade level, are doing credit recovery, and for those students that don't function well in the regular classroom due to social or emotional issues. SPED teachers, with support 	

from Para-Educators, provide assistance to students within the Alt. Ed. classroom. Homebound students also utilize this alternative curriculum.

- Students who are below grade level utilize Lexia reading and math programs as additional interventions
- Paraprofessional Tutoring – Students needing additional support receive tutoring in class and also out of class based on data review.
- ELT (Extra Learning time) is a required time frame for students who are not passing from 3:30-4:00pm. Students receive help from individual teachers, or practice classroom behaviors they are struggling with
- Parent Contact – Every parent with a student on the down list is notified weekly by the classroom teacher. Interventions and supports are discussed, then implemented as the situation dictates.
- Mentor/Mentee Program – The Teammates program is utilized in the school setting
- 504/SAT team meets monthly to discuss current plans and interventions, as well as adding new strategies for students based on data review and need.
- A licensed counseling professional is contracted through ESU13 and to provide counseling services to students 2 days per week.
- School Resource Officer - A school resource officer is present daily at the school to promote 1. safety 2. To build positive relationships with students and 3. assist in addressing truancy issues.
- Dual Credit Classes – Students have multiple opportunities for dual credit classes at a reduced tuition rate. GCS staff teach College Algebra from Western Nebraska Community College and College Spanish is taught through Mid-Plains Community College.
- HAL - Garden County Schools screens students for the High ability program annually. Teachers use the data to differentiate instruction in their classroom for HAL students.
- Distance Learning Classes – Distance Learning courses are provided to students at the high school level through the Western Nebraska Distance Learning consortium, in partnership with Educational Service Unit #13.
- The Nebraska Online High School is also utilized for students who are interested in taking classes for credit recovery, or advanced classes.

Opportunities for Additional Support

- *Migrant Education Program* – The ESU #13 migrant Education Program's goal is to ensure that migrant children benefit from the same free public education provided to other children. Because of their mobility, migrant children experience interruptions to their education, making academic achievement more challenging. Through a variety of programs and creative strategies, the MEP provides the opportunity for migrant students to achieve the same level of academic success as their non-migrant peers.
- *Work-Based Learning* – Program for seniors to experience the world of work. They are released from school for designated period(s) to work with a mentor in a field they are interested in.
- Students also have internships available to them where they work with someone in the community that they share a career interest in. The internship class is tied to the business/entrepreneur classes and is supervised by the business department.

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>
<p>All Para-educators in the district are given introductory training In August and also receive ongoing training throughout year. Paras attend (on a rotating basis) an annual para conference, and all attend the ESU 13 mid-winter conference. All para educators who do not have 48 semester hours, or an associates degree are required to take Project Para and pass all components.</p>	

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>Professional development and activities include: Staff pre-service and inservice days throughout the year. (school calendar). Staff attend the ESU 13 mid-winter conference and other professional conferences during the school year. Staff also attend summer workshops for further professional development in their specific content area as approved or recommended by administration.</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>Each July there is a parent involvement hearing held. The Parent-School compact was reviewed and amended on August 16th, 2018 at the annual Title 1 parent-student meeting. Parents in attendance were given the opportunity to discuss and change the compact. School Superintendent Dr. Paula Sissel was the facilitator of the meeting. Any changes to the document were made and it was distributed to parents at the annual parent meeting.</p>	
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>
<p>Parent Involvement Opportunities</p> <p>There are a variety of opportunities for the parents or guardians of students at Garden County Junior/Senior High School to become involved in their child's education.</p> <ul style="list-style-type: none">• Our annual parent meeting is held in August before the start of the school year. Parents and students can tour the school, meet with teachers and the annual technology boot camp and presentation is the same night• Parent teacher conferences that are held in the fall and offer parents an opportunity to keep apprised of their child's progress and a time when concerns can be addressed.	

- New students and parents attend an orientation in the fall prior to school starting where they are introduced to teachers, tour the building, and build their class schedules. Junior and Senior parents attend Financial Aid night in the fall where the FAFSA, scholarships and other financial aid opportunities are discussed.
- Parents are invited to fine art and athletic events throughout the year.
- Parents are also encouraged to and shown how to use Power School, the district's student management system, how to navigate the school website, and notified about the school's facebook page to help them stay aware of the events at school as well as their child's grades.

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 1 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 in regard to the compact, engagement policy, and any other general concerns they may have. Each 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.

5th grade students visit the building in the spring, tour the facilities and meet with school administration and the school counselor for a Q & A session. 6th grade students transition to the building begins in the fall of their 6th grade year when they receive instruction for 3 periods (music, science, PE). in the afternoon. Their transition in the spring of their 6th grade year is go the JR/SR high, have lunch, a Q&A session and a discussion with the school counselor and Principal about their upcoming 7th grade year, which will be entirely at the JR/SR high.

6.2

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.

High School to Postsecondary Transition Assistance

- **ACT / SAT / Accuplacer:** All juniors now take the ACT as the state test, but we also use it for college planning, career exploration, and dual credit opportunities. We use John Baylor, Chad Cargill and SylvanPrep Online for ACT prep tools to help our students prepare for the test. Students who have not taken the ACT will take the Accuplacer to give an idea of what courses they are ready to take as dual credit or for placement in college classes.

- *Apply2College*: Each fall, Garden County HS participates in the statewide Apply2College event to help seniors complete at least one college application. We invite admissions representatives from local colleges to come help and answer questions they may have and it gives students the confidence to complete the next steps to getting to college.
- *College Campus Visits*: Students are allowed and encouraged to use two days during their junior and senior years to visit a campus of their choice. Students are taught the process of how to set up a college campus visit, reminded of proper manners and respectful questioning, and asked to follow up with their experience with a parent, teacher, or school counselor.
- *Financial Aid Night*: To assist parents with the financial barriers to college, seniors and their parents are invited each fall to learn about the financial aid process, items and tips needed for completing the FAFSA, and resources for assistance.
- *FAFSA Completion*: The only way for students to get federal, state, and college-based financial aid for college is to complete the FAFSA. Seniors, who are all required to take personal finance, go through the steps to completing the FAFSA, including setting up an FSAID. We also have EducationQuest staff who assist parents either at our building or via phone or computer with their FAFSA so that it is filled out correctly. EducationQuest also provides multiple resources for assistance on their website.
- *KnowHow2Go*: This EducationQuest publication is used with our freshmen students to begin teaching vocabulary and open discussion about the steps it takes to get to college. It guides discussion for options after high school, the importance of academics and getting involved, career exploration, and ways to pay for college.
- *Personal Finance Course*: All seniors are required to take personal finance. This class offers a variety of important life skills involving financial planning, insurance, taxes, and also covers the area of scholarships, college planning, career exploration, and other options after high school that may include apprenticeships, military, or work. It is designed to help all seniors get prepared for a variety of what they will do beyond high school.
- *College Fairs*: Sophomores and juniors are taken to local College Fairs that give them the opportunity to meet college reps from across the state and region, as well as military personnel if they are interested in the service.
- *Local partnerships*: Garden County Schools has several community and business partnerships that help with the education and transition of our students after high school. This includes local speakers on entrepreneurship, career exploration, financial responsibility, scholarships, and work study opportunities.
- *Scholarships*: In personal finance class, seniors are given all of our local scholarship information as well as guidelines and tips for filling out applications. Students are also given resources and websites to search for scholarships starting as early as junior high.
- *Distance and Online Learning*: Students are given an option to take distance and/or online learning classes through WNDLC and the ESU #13. This opens up opportunity for a wider variety of classes that students may be interested in.
- *Dual Credit*: Students who have expressed interest or have assessment scores that indicate they are ready for college level courses are encouraged to take dual credit courses. Taking these courses increases the chance that students will go on to college and give them the experience of what it is like to engage in college level coursework. We work closely with WNCC who offers a tuition discount for high school students and students who qualify are assisted with applying for the ACE scholarship.

- **Work Study Opportunities:** We have built partnerships with local businesses to provide motivation and purpose to students as they learn about the connection between academics and the world of work. Through these partnerships, students can enter into a work study position with specific guidelines and coaching from an employer of an area business.
- **Regional West Garden County:** The hospital partners with our students to provide an internship experience for those who want to get a jump start on their career or want to explore the opportunities in the medical professions. This summer program is a part-time, paid position that offers a variety of medical professions for students to shadow and learn more about the expectations, demands, and education needed for those careers.

7. Strategies to address areas of need

7.1 *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.*

Within the instructional day

1. Students are enrolled in remedial reading in addition to their regular class to do Reading Plus interventions. Students also receive math interventions/enrichment (using EdReady program) 2 times weekly for 20 minutes during regular class time.
2. **Work-Based Learning** – Program for seniors to experience the world of work. They are released from school for designated period(s) to work with a mentor in a field they are interested in.
3. Students also have internships available to them where they work with someone in the community doing something they are interested in. The internship class is tied to the business/entrepreneur classes.
4. MTSS progress monitoring and interventions team meets monthly to review progress monitoring data as well as the 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

Outside the instructional day.

1. **ELT (Extra Learning Time)** - Students needing extra assistance outside the instructional day is determined by a weekly list of failing students, which is sent to teachers by administration and they are required to contact parent either through direct contact, or via a homework form to let parents and students know, (through the generation of an email to parents and students) they have missing assignments that need to be completed. Once students and parents are notified, it is mandatory that the students set up a time with teachers to work with them before or after school. All contact with parents is required to be logged in Power School by the teachers

5.6. A short reading and writing period for all students that utilizes Lexiles.

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

8.1 *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.*

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 mobility rates in the district require that 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, ACT and NSCAS). The students are then provided the additional support needed to show adequate growth in all academic areas for

all students. Progress monitoring is ongoing and provides another data point to insure necessary interventions and supports are provided. Regular and special education teachers as well as Paras (when appropriate), provide feedback to guide the supplemental instruction necessary to maximize the growth for all students.