

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 School	
County District School Number:	350001	
Building Grade Span Served with Title I-A Funds:	6-12	
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Summer school program is supported with Title I funds. (Mark appropriate box)	<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 checked="" type="checkbox"/> Other (Specify) _science_	
School Principal Name:	Jason Spady	
School Principal Email Address:	jspady@gceagles.org	
School Mailing Address:	200 West 4th Street PO Box 230	
School Phone Number:	308-772-3242	
Additional Authorized Contact Person (Optional):	Kathryn Beberniss	
Email of Additional Contact Person:	kbeberniss@gceagles.org	
Superintendent Name:	Jess Underwood	
Superintendent Email Address:	junderwood@gceagles.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Confirm Schoolwide Plan will be available to the School District, 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">Shannon Corfield Jason Spady Kathryn Beberniss Marlo Roberts Judy Starke Mike Wesch Shauna Roberson Jena Spady</p> <p align="center">_____ _____ _____ _____</p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"><u>Parent Administrator</u></p> <p align="center">school improvement coordinator certified mental health professional Language arts teacher Math Teacher Science teacher student</p> <p align="center">_____ _____ _____ _____</p>
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 100	Average Class Size: 16	Number of Certified Instruction Staff: 13
Race and Ethnicity Percentages		
White: 84 %	Hispanic: 12 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 2 %	
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: 14.4 %	English Learner: 0 %	Mobility: 11.82 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSSCAS	ACT
MAPS	STARS
DIBELS	
CogAT	

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	<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>The school improvement team met before the school year and has met monthly to analyze data and determine what students were at risk and in what areas. The entire staff and grade levels have also met to disaggregate data district wide. The data was disaggregated into the following categories: gender, ethnicity, special education, and socio-economic status. The most recent means of accessing needs include reviewing student performance on NSCAS, MAPS, STARS, CogAT and ACT at the high school level. Teachers are encouraged to reflect upon curriculum enhancement not only during the in-service days, but also during periodic continuous improvement and curriculum meetings, where staff reviews current assessment data and discuss ways to help students obtain greater academic success. This data is used to plan instruction, drive curriculum decisions, and become goal-setting tools for our continuous improvement plan.</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>To assess parent and community perceptions of Garden County Schools, a parent/patron survey is distributed at parent/teacher conferences, or emailed to parents. Parents can complete the survey online if they request it. The staff and students are also given a survey. Graduates of GC schools are also given an annual survey to assess our graduate's perceptions of the education they received.</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>The school improvement process is an ongoing process at Garden County Schools. Garden County Schools are fully accredited by Frameworks and the Nebraska Department of Education. Garden County Schools had an external visit in the spring of 2021 and the following were areas that in need of improvement were: 1. Research and adopt a textbook adoption selection cycle across all content areas focusing first on the four core areas. This should be developed in conjunction with the curriculum review and alignment process. 2. Build off the strength of the current successful Career and Technology (CTE) Programs and investigate effective post-secondary preparation programs.</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>2.1 Schoolwide reform strategies</p>	

The entire school staff is responsible for determining if the needs of all of our students are being met. Concerns are addressed during all staff meetings, data analysis sessions and during IEP's and MDT's. Monthly SAT meetings are held to discuss low achieving students and those that are at risk for failing classes. Intervention strategies are implemented and revised according to the needs of our students. A daily advisory period, peer tutoring and a mentor/mentee program are just a few of the strategies that have been successful. These and other strategies are documented in the corresponding folder. The staff at Garden County High School reviews student data after fall and spring testing. This review consists of examining test data, report card grades, teacher observations and assessments. The schoolwide planning team reviewed the compiled test data, analyzed it for trends and determined areas where our students are scoring below the proficient level and those areas where they are excelling. The subgroup that we have identified as needing additional instructional strategies are our students experiencing poverty. This group has a higher number of students that are below proficiency. We have reviewed the scientifically based research strategies that we currently use to address student needs and have also articulated strategies to address the needs of all children, particularly those who are low-achieving. Garden County Schools also contracts with a licensed mental health professional who comes to the district 3 times a week and sees approximately 20 students every week. Garden County Schools also utilizes the teammates program where students are paired with a mentor and they meet at the school.

3. High quality and ongoing professional development

3.1

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.

The majority of our staff development is through ESU13. They provide excellent opportunities for ongoing professional development to increase the proficiency and learning outcomes of our students. Professional development opportunities held by our district include 3 days at the beginning of the year for the entire staff. In addition to that there are 4 additional days of staff inservice days that include a full professional development day sponsored by ESU for teachers and not certified personnel in February. A monthly staff think tank allows staff to showcase successful lessons/techniques with colleagues. Our continuous improvement plan mirrors and reflects the same strategies that we have articulated in our schoolwide Title 1 plan. A new school wide goal has been set after numerous school improvement committee meetings, staff meetings, conferring with our ESU professionals and disaggregation of our student data. The focus of our professional development is to improve student learning through knowledge and communication of curriculum and standards by grade level area using curriculum and teaching strategies that research indicates impacts the greatest growth in student learning. All paraeducators are enrolled in and complete project para within the first 90 days of employment.

4. Strategies to increase parent and family engagement

4.1

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.

The Garden County Schools Compact was developed by the Schoolwide Title I planning team, which included a parent, teachers, student and community member. The compact is reviewed annually at the fall technology boot camp and family open house event. Parental input is considered when revising the compact. The compact's participant's duties will be reviewed quarterly to assure that everyone is doing their part to contribute to student's success. The compact is included in the student handbook, which is available online, and copies are available the night of the open house and technology boot camp. While presenting at the fall open house the high school principal discusses the importance of parent involvement and encourages parents to

attend the parent meeting after the presentation. The Principal is available after the presentation to talk one on one with parents	
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>
The Garden County Schools Compact was developed by the Schoolwide Title I planning team, which included a parent, teachers, student and community member. The compact is reviewed annually at the fall technology boot camp and family open house event. Parental input is considered when revising the compact. The compact's participant's duties will be reviewed quarterly to assure that everyone is doing their part to contribute to student's success. The compact is included in the student handbook, which is available online, and copies are available the night of the open house and technology boot camp. While presenting at the fall open house the high school principal discusses the importance of parent involvement and encourages parents to attend the parent meeting after the presentation. The Principal is available after the presentation to talk one on one with parents	
4.3	<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>
The annual title 1 meeting was held at the fall open house and technology boot camp hosted by the school in August.	

5. Transition Plan

5.1	<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>5.1</p> <p>Garden County schools has transition plans that cover the following areas.</p> <ol style="list-style-type: none"> 1. Transition from the elementary school, to the Jr/Sr high school for 5th graders 2. Transition from Junior High to High School within the same building. 3. Transition for new to the district or incoming students 4. High school students transition from high school to post secondary, the military or into the workforce - (section 5.2) <p>Part 1 - Transition for 5th grade to 6th grade includes a visit to the high school, lunch, tour, and a Q&A with the counselor and building principal. 5th grade students meet their teachers and get a tentative schedule for the next year. Parents are notified by letter about the visit and are encouraged to stop in, or call if they have questions.</p> <p>Part 2 - Transition from Junior high to high school. - Students meet with their JH class sponsors and guidance counselor in the spring and get assistance with selecting classes for high school. They also get information about the honors program of study and qualifications for being eligible for graduation honors. Parents are encouraged to come in or call regarding class schedules. Staff members also meet to discuss if there will be new classes added and the needs of students who will be coming into 9th grade.</p> <p>Part 3 - Transition of new students into the district. New students are welcomed and receive a tour of the facilities with parents. A meeting with the guidance counselor is set up, class schedule is determined with</p>	

parents and students. (Depending on the grade the student is in). Students who do not have MAPS scores for the current year will be tested the first two days they are in school, as well as the STARS test for reading. (half a day for both days) Staff members are notified of the new student being enrolled, and a student “helper” is assigned to help the new student with the logistics of our facility. The building principal will then contact parents after 3 days to check on how things are going at our school. The SPED coordinator reviews SPED records if the student qualifies and notifies the staff of accommodations.

5.2

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).

5.2

Seniors spend one day each week throughout the school year working on scholarships in their personal finance and advisory class. Students are given the opportunity to visit colleges up to 2 days during the school year without it counting towards attendance. College representatives come to the school to talk to students also. GCHS offers numerous dual credit courses to help seniors get a jumpstart on college credit. Seniors are also allowed job shadow days, and work study with local businesses.

Juniors explore careers and a career inventory through the ASVAB test. WNCC administers accuplacer, there are college fairs (pre-covid) EPP(educational planning and preparation) was the primary career fair that sophomores and juniors attended in Sidney. The ACT interest inventory is used by the Juniors. EducationQuest is also used for 6-12 transitions.

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

The students at Garden County Schools have an advisory period that also includes interventions and ACT prep. This period is each day of the school week. Staff are also available for students to work at 7:30am as well as from 3:30 to 4:00 each day after school.

Students who are missing work or are failing are also required to come in on days when the staff is on contract, but students are not in session. Parents are notified and non-certified staff supervise these students and give them one on one help. GCS also offers credit recovery for students who have failed classes in our alternative education classroom setting. There is also a summer school program to help students recover credit due to failing classes, or for not meeting attendance requirements. The program is a mix of instruction with a teacher, and also through edgenuity online for the summer school program.