

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:	Hitchcock County School
County Dist. No.:	44-0070
School Name:	Hitchcock County Elementary
County District School Number:	002
School Grade span:	PK-6
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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Mike Tines
School Principal Email Address:	mtines@hcfalcons.org
School Mailing Address:	712 Arizona St PO Box 128 Culbertson, NE 69024
School Phone Number:	308 278-2131
Additional Authorized Contact Person (Optional):	Kathryn Haddix
Email of Additional Contact Person:	khaddix@hcfalcons.org
Superintendent Name:	Mr. Robert Sattler
Superintendent Email Address:	rsattler@hcfalcons.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>
Valerie Loghry Robert Sattler Mike Tines Deb McCarter Kathy Haddix Diane Bohochik _____ _____ _____ _____ _____ _____ _____	<u>Parent Administrator</u> Principal School Counselor Title 1 Teacher 3rd Grade Teacher _____ _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 168	Average Class Size: 18.7	Number of Certified Instruction Staff: 15
Race and Ethnicity Percentages		
White: 94 %	Hispanic: 4 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1 %
Other Demographics Percentages		
Poverty: 53 %	English Learner: 0 %	Mobility: 3 %

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

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 district uses multiple means of assessing student growth from K through grade 12. Teacher created documents, adaptive assessments such as NWEA's Maps, standardized assessments to support IEPs, FastBridge, STARs and Nebraska State Assessment NSCAS.</p> <p>Teachers and Administration participate in multiple sessions throughout the year in the use of the current data to make instructional decisions and adjustments.</p> <p>For our at-risk students we use all of these testing resources and have weekly discussions on student needs between the classroom teacher and the resource or title teacher to continue added remediation time for the individual student or accommodations to classwork to continue student working towards mastery in classroom.</p> <p>Evidence: K-6 MAP Data PLC Schedule</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>In an effort to get a good return on the parent and patron's survey, the survey was sent out through email to all of the Hitchcock County School parents that provided their email addresses. There were also computers set up at the parent-teacher conferences so parents and patrons could fill out surveys. The surveys help us build a better atmosphere between the students, the staff, and the patrons of Hitchcock County Schools.</p> <p>Evidence: Parent Survey and Results</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>After previous year's surveys were completed they showed a need between staff and administration to have better communication. This is being worked on with more condensed monthly newsletters from the office and shorter classroom newsletters, so the information is not miscommunicated.</p> <p>The parents and students also showed a need for better communication from the teachers. It is being worked on with more text-style (Bloomz) and calls depending on the parents' wishes. The Parent Portal of Infinite Campus gradebook is also being kept up-to-date so parents can see their students' grades.</p> <p>The next goal in our improvement plan is to collaborate to improve student instruction, engagement and learning. This goal is being worked on during lunchtime by having K-1st meet, then 2nd-3rd meets, and finally 4th-6th meet on different weeks and also during in-services to help with this goal. The Hitchcock County web page has a calendar up-dated with school events and messages for parents as reminders. Hitchcock County School also has facebook that is constantly updated. Mr. Tines also does morning announcements with what lunch is, birthdays, and any reminders before the flag salute. For important announcements, we have the alert call system for immediate updates on school closings, etc.</p> <p>Evidence: Falcon Flyer</p>

TLC (Teacher Collaboration Schedule) School Calendar Facebook Page School Improvement Action Plan Winter Testing Schedule

2. Schoolwide reform strategies

2.1	<p><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>
<p>Title one teacher is available after school during contract day or with arrangements after or before school. Most of our students are bussed so before and after school assistance has to be arranged with the parent. Reading screenings are used to determine the source of the student's individual needs. The screenings are FastBridge EarlyReading, FastBridge aReading, STAR Early Literacy and MAP skills tests for K-1, STAR Early Literacy, STAR Reading, MAP skills tests, and Reading Street weekly tests for 2nd-3rd, STAR Reading, MAP skills tests and Reading Street weekly tests for 3rd-6th. Go Math is our adopted math program. SPED services are available for verified students K-12. The staff is constantly aligning the curriculum to the state standards. Additional supports for students at all levels of proficiency include counselor, occupational, physical and speech therapy and psychologist. Staff also arranges time at recess or specials such as PE, music, art and library times to help students; this is done based on individual needs. NWEA and FastBridge data are analyzed to look for trends. SAT team comes up with ideas to assist students in classroom or title pull out, or to request more intensive testing.</p> <p>Evidence: Fastbridge Data STAR Scores School Improvement Action Plan</p>	

3. Qualifications of instructional paraprofessionals

3.1	<p><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>
<p>All of the paraprofessionals are highly qualified according to Title One requirements. Paraprofessionals are included in most building and district wide professional development. Paraprofessionals are included in the school improvement process. Paraprofessionals are given the opportunity to attend training designed for their job areas. Paraprofessionals have the opportunity to complete all the classes provided on the Nebraska Department of Education Project Para website.</p> <p>Evidence: Para Qualification</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>Hitchcock County School provides in-service opportunities throughout the school year and is very helpful in allowing teachers to go to other trainings at the ESU or other places to improve the teachers' skills in the classroom. Areas of professional development include: PBiS, FastBridge training, Reading Street curriculum aligned to standards, NDE continuous info and others. All certified and support staff participate in district and building level in-services based on the school improvement plan. All Hitchcock County staff members were invited to attend the ESU #15 winter 2019 Staff Development workshop.</p> <p>Evidence: PLC (Professional Learning Communities) Schedule School Improvement Action Plan</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>On April 24, 2019 the annual Title one Parents' meeting was held at the elementary school before the start of parent-teacher conferences. The parent involvement policy and parent/student/teacher compact was reviewed. Parents were given the chance to make suggestions for improvement of the policy or compact. They were reminded that they could also give suggestions later if they were not comfortable speaking in a crowd. All parents, students, and teachers were given a compact to sign in the student-parent handbook at the beginning of the year. Some were turned in that day or they were returned with the students. Compacts were sent home to parents that were new or had not returned their form. The elementary school had 100% attendance at the p/t conferences in the fall. This compact was developed by parents and teachers using the examples provided on the State of Nebraska Website.</p> <p>Evidence: School Parent Compact Spring Agenda Meeting minutes</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>The parental policy was developed with parental input using the guidelines on the State of Nebraska Website. It is in the student-parent handbook. All parents have to sign that they have read the handbook and the signed papers are handed in to the office. Parents are given another copy at the parent meeting and asked if they see anything that they have concerns with, they are reminded that they can give suggestions at anytime.</p> <p>Evidence: School Parent Compact</p>	
5.3	<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>
<p>The Title One Fall Meeting was held before the Open House in August. We have had more success at getting parents here when they already have to be here for something else. We have almost 80% bussed students, so some parents have to come a long distance to the school. The meeting will be put on the school calendar that</p>	

all school parents receive the following year. It is also on the website and a note is sent home to remind parents of the Fall Meeting before Open House and the Spring Meeting during parent-teacher conferences. The Spring Meeting was held on February ?, 2020 .

Evidence:
 Open House Flyer
 Parent Meeting Agenda

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.*

We have 2 half-day preschool classes Monday through Thursday. Having preschool in the building allows the preschoolers to participate with other students, to know the teachers and the building giving them an easier transition to kindergarten. They participate in PE, field trips, Read Across America, and other activities with the elementary K-6. They also ride the bus with all the other students. They are included in as many activities as possible to prepare them for kindergarten and the rest of elementary.

Evidence:
 Preschool Round-Up Announcement in Falcon Flyer
 Kindergarten Round-Up Announcement in Falcon Flyer

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.*

As our 6th grade transitions to Junior High they gain exposure to additional subjects and learning experiences through a rotation schedule that introduces them to organizational, study, and executive skills required for high school success. They have a visitation day at the Junior High where they are paired with a current 7th grader. They go over schedules, activities, and eligibility requirements. They spend the day shadowing their partner, eating lunch and meeting teachers. They also have a panel of 7th graders that they can ask questions of. They have a Back-to-School Meeting in the Fall when parents and students come in to get schedules before school starts.

Evidence:
 7th Grade Orientation on Calendar

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.*

All day kindergarten provides equitable learning opportunities to all children. Student Assistance Team meets once a month to address academic, social, and emotional needs of students. SAT team also meets when there is a referral. Special Education, speech therapy, occupational/physical therapy, and counseling services are available according to individual student needs. School psychologist assists to identify students for special services in an MDT setting. The Community Counselor provides elementary students with the support needed based on the individual needs of the child. Paraprofessionals work with teachers and students in the K-6 classrooms. Teachers work closely with parents in coordinating the students' education. School-to-home

folders or daily planners are utilized to assist in daily communication between parents and teachers. Title one teacher is available to support any and all students. All teachers are available before or after school. This has to be scheduled with parents because most of our students are bused. Classroom teachers work with students before or after school on an as needed basis. They also use recess and extra time slots such as PE, music, art, and library. Because of our rural location, our after and before time is limited to when the bus arrives. Our teachers are very creative in finding time to do extra support for reading.

Evidence:

SAT Referral Form

Specialist Schedule

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.

Title 1 funds are used mainly for the salary for the Title 1 Teacher. Federal, state, and local funds are used for materials and programs for interventions and for hiring extra teachers for reduction of classroom sizes. Currently we have one split grade level. Local funds provided by the Hitchcock COunty Foundation provides money for educational field trips including a Zoo Trip and a trip to the State Fair for the upper grade classrooms. The Booster Club provides funds for the NSCAS Kickoff Party.

Evidence:

Audit Report