

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:		PreK-6	
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____	
School Principal Name:		John Kershaw	
School Principal Email Address:		jokershaw@hcfalcons.org	
School Mailing Address:		712 Arizona PO Box 128 Culbertson, NE 69024	
School Phone Number:		308-278-2131	
Additional Authorized Contact Person (Optional):		Cathy Upton	
Email of Additional Contact Person:		cupton@hcfalcons.org	
Superintendent Name:		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>
<u>Cathy Upton</u> <u>Diane Bohochik</u> <u>John Kershaw</u> <u>Deb McCarter</u> <u>Robert Sattler</u> 	<u>Parent</u> <u>Title 1 Teacher</u> <u>3rd Grade Teacher</u> <u>Principal</u> <u>School Counselor</u> <u>Superintendent</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 181	Average Class Size: 22.6	Number of Certified Instruction Staff: 16
Race and Ethnicity Percentages		
White: 94 %	Hispanic: 2.2 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 3.8 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races:	%
Other Demographics Percentages		
Poverty: 66 %	English Learner: 0 %	Mobility: 15 %

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

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 disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
THE 2015-2016 School year began our new cycle of School Improvement. We stated 2016-2017 gathering scores to review and revise our plan/action	

	<p>plan. Student assessment data includes NWEA MAP, Renaissance STAR Reading and Early Literacy, and NESA. All assessments are reviewed by staff and are utilized in the decision-making process for best instructional practices. We used a multi-tiered system of support data workbook for Reading to collect and analyze data in order to make the appropriate instructional changes to meet the needs of all students.</p> <p>Evidence: Included just K and 3rd grade data examples throughout report.</p> <ol style="list-style-type: none"> 1. What school does well, what it needs to improve on 2. Mr. Rahrs Board presentation copy 3. CIP Action Plan 4. NESA, MAP, and STAR Reading Data 5. STAR Pathway to Proficiency 6. Kindergarten Fall and Winter Screening Report
<p>1.2</p>	<p><i>Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p>
	<p>A suggestion box was set out at the annual Parent Meeting during Open House on August 15, 2016. After the first day of school, the teachers sat down and went through the suggestions. Suggestions are in the evidence folder. A survey was completed at the Spring Parent-Teacher Conferences. The title 1 teacher welcomed parents to the school and gave each parent a survey to complete while they were waiting on their conference. Completed surveys were return to to a box in the foyer of the school. The surveys were collected and results were compiled into a document that was reviewed at the Annual Title 1 Meeting this Spring.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Survey and results 2. Survey and results continued 3. Graphs 4. Suggestion Box
<p>1.3</p>	<p><i>Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.</i></p>
	<p>The Continuous School Improvement Plan addresses efforts, strategies, resources and interventions needed for ongoing improvement based on data. Staff and the school improvement team work collaboratively to initatiate interventions.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Action Plan

2. STAR Reading Testing Schedule
3. K- Score Distribution Report

2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.</i>
<p>Staff aligns Nebraska learning standards with curriculum as part of staff development activities conducted at the ESU 15 Grade Level PLC Meetings, twice a year. Standards are listed on Lesson Plans. Students found to be below proficient according to assessment data will be given additional support using Skills Navigator and through close reading. The use of graphic organizers will be used to build comprehension and the ESU 15 has created a bank of supplemental materials that help with summarizing strategies. Student Learning Objectives (SLO) are created based on Marzano's The Art and Science of Teaching. Differentiation in reading instruction occurs in the Reading Street Curriculum and through teacher created materials. The Title 1 teacher is also the HAL coordinator for the district and provides information and resources for students who are identified for the HAL Program.</p> <p>Evidence</p> <ol style="list-style-type: none"> 1. SLO 2. Class Instructional Planning Report for K & 3rd 3. Breakdown of Rtl area and Intervention Time Schedule 4. School Improvement Action Plan 5. STAR Scores 6. NESA Scores 	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>ESSA requirements are always considered when hiring a new para professional. If a candidate does not meat the college credit criteria, they complete the Project Para training.</p> <p>Evidence:</p>	

1. Para educator Information (codes and individual staff information)
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4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.</i>
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Hitchcock County School has received the majority of their professional development from ESU 15. Beginning in 2015 (Start of our new School Improvement Cycle) we have received inservice training in Marzano, Rtl, and Writing. We also have PLC Grade Level Meetings where standards are aligned to curriculum. New staff are assigned mentors and have a summer inservice conducted by the school counselor. ESU 15 also has two day long inservices for new teachers.

Evidence:

- 1. ESU 15 PLC Workshop Calendar**
- 2. All School Professional Development**

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
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The School Parent Title 1 Compact was reviewed at the Parent Meeting and the Annual Title 1 meeting with parents and staff included. The compact is distributed at the beginning of the school year as part of the Parent-Student Handbook. the handbook is going online in 2017-2018 so it will then be completed at the Fall Parent Teacher Conferences. Compacts are included in the registration packets to ensure new students have complete compacts.

Evidence:

- 1. School Parent Compact**
- 2. Spring Agenda and Meeting Minutes**
- 3. Fall Parent Meeting Agenda**
- 4. Fall Sign In Sheet**

5.2	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>
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Title 1 Parent and Family Engagement Policy was reviewed by parents and

members of the cimmunity that serve on the school board and Hitchcock County Foundation Committee and a member of the booster club. Evidence: 1. Family Engagement Policy	
5.3	<i>Please provide a narrative below explaining how, when and where 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 Title 1 Parent Meeting was held in August during the Open House. Evidence: 1. Flip Book 2. Open House Flyer 3. Sign In Sheet 4. Suggestion Box 5. Parent Meeting Agenda	

6. Transition Plan

6.1	<i>Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
Preschool to Kindergarten transition plan. Pre-K and Kindergarten both have a transition meeting in the Spring in the form of Kindergarten Roundup. All parents and children are invited to attend and then while the children are exploring their future classrooms, the school, nurse, school secretary, principal, Title 1 teacher, and classroom teachers meet with the parents. After school starts the K-1 students and parents gather for a picnic, so that parents can get to know each other and for and introduction of the PBiS Behavior Program. This will be expanded to K-1 next year as the Preschool has been accepted into the PBiS Pyramid Project Grant. Evidence: 1. Newspaper Article 2. Flyer 3. Nurses Letter 4 Nurses Checklist	
6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
The 6th grade have a visitation day at the Jr. High where they are paired	

<p>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 current 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 class schedules. After school starts, the new 7th graders and their parents have 2 more meetings, that are optional dealing with the Parent portion of PBiS.</p> <p>Evidence:</p> <p>1. 6th Grade Visitation Letter</p>	
6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
N/A	
6.4	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
N/A	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining 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>Starting with the 2016-2017 school year an Rtl time was implemented for K-3rd grade. During this time all students are working on needed skills and with classroom teachers, special education teacher, title 1 teacher and paraprofessionals. A local group has begun an afterschool program called EEL (Extended Enrichment Learning) 2 days a week to help with homework and basic skills. Summer School is being discussed and administration are looking for a director to implement a Program.</p> <p>Evidence:</p> <p>1. SLO</p> <p>2. Class Instructional Planning Report for K & 3rd</p> <p>3. Breakdown of Rtl area and Intervention Time Schedule</p>	

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

8.1	<i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>*Title 1 funds are used mainly for the salary for the Title 1 teacher.</p> <p>*Federal, state and local funds are used for materials and programs for intervention and for hiring extra teachers for reduction of classroom size. Currently we have two split classrooms.</p> <p>*Local funds provided by the Hitchcock County Foundation provide money for educational field trips including, a Zoo Trip and a Trip to the State Fair for upper grade classrooms.</p> <p>*The Booster Club provides funds for a NESa Kickoff Party.</p> <p>Evidence:</p> <ol style="list-style-type: none">1. Grant Award Notification2. Expenditure Audit Report	
8.2	<i>Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>*The County Extension Educator worked with the children on Character Counts activities during their Physical Education time one day a week first semester.</p> <p>*The extension office also does a Healthy Food Day in the Spring.</p> <p>*Many school students participate in 4-H.</p> <p>* The school participates in the Backback Program sponsored by Woodhouse Ford .</p> <p>*Local Game and Parks officials provided an outdoor classroom day.</p> <p>*Local Police provide DARE for the 5th grade. *</p> <p>A communittee volunteer conducted a city wide book fair in December to benefit the school library and the new community library.</p> <p>*This Spring a Pheasant's Forver Chapter in our county will be working with students on a Youth Pollinator Habitat Program at our school to benefit birds and bees.</p> <p>Evidence:</p> <ol style="list-style-type: none">1. Healthy Food Day Letter2. Pheasants Forever Youth Pollinator Habitat Program Information	