

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.:		35-0001-000	
School Name:		Garden County Elementary School	
County District School Number:		35-0001-002	
School Grade span:		K-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 checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify) _Develop K-12 curriculum in all content areas_	
School Principal Name:		Rita Nickel	
School Principal Email Address:		rnickel@gceagles.org	
School Mailing Address:		800 W. 2nd Street PO 230 Oshkosh, NE 69154	
School Phone Number:		308-772-3336	
Additional Authorized Contact Person (Optional):		Jess Underwood	
Email of Additional Contact Person:		junderwood@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">Sarena Assmann Rita Nickel Jess Underwood Kathryn Beberniss</p> <p align="center">_____ Marlo Roberts Missy Dodge Michelle Dormann Jennifer Stanczyk</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">Superintendent School Improvement & Assessment coordinator Certified Mental Health Provider Special Education Teacher School Counselor Classroom Teacher</p> <p align="center">_____ _____ _____ _____ _____</p>
---	---

School Information <i>(As of the last Friday in September)</i>
--

Enrollment: 123	Average Class Size: 17.6	Number of Certified Instruction Staff: 10
Race and Ethnicity Percentages		
White: 87 %	Hispanic: 8.1 %	Asian: 0 %
Black/African American: 2.4 %	American Indian/Alaskan Native: 2.4 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 6.5 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 69.1 %	English Learner: 3.2 %	Mobility: 10.68 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	Dibels
MAP	ELPA
STARS	ACT
CogAT	

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 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 level teams 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 data collection points were reviewing student performance on NSCAS, MAPS, STARS, CogAT, and ACT. Teachers were 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 and discuss ways to help students obtain greater academic success. This data is used to plan instructions, 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>Parent/community information was gathered through the use of paper surveys during parent teacher conferences. We had 92% attendance for parent teacher conference. Students filled out a digital survey. The survey asked about the strengths and weakness of the school and how knowledgeable the parent feels about the students' academics. The MTSS team reviewed documented data into a spreadsheet. We are improving our communication through Seesaw, weekly newsletters, and standards reports.</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>Our School Improvement Team is composed of educators and administrators from elementary, Junior and Senior High school. The team meets periodically to review and analyze data to collaborate School Improvement. The MTSS team reviewed parent and student surveys. Ongoing improvement efforts include staff in-services and work time to analyze student data and develop improvement plans.</p> <p>One of our goals from our Frameworks external visit was to look at our curriculum and establish a research and adopt textbook selection rotation. We looked at our reading program and noticed it was out of date so we researched and choose a new reading program. This program is much more rigorous and meets the state standards better. We are now in the process of picking out a new math curriculum. After extensive research using edreports, school visits, math workshop on high quality math best practices we have decided to go with Envisions Math Program.</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>At Garden County Elementary School, we work hard to ensure that academic, social emotional and behavioral needs of our students are being met. One way we do this is through 30 min. interventions on a daily basis. We use researched based programs to help with interventions. The MTSS reading, math, SEBL committees meet monthly to analyze data to make decisions on how to help our students. Another way we provide assistance is our after school program, CHAMPS. Students can get help with homework or other academic needs.</p> <p>Our staff at Garden County Elementary 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.</p> <p>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.</p>	

3. High quality and ongoing professional development

3.1	<i>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.</i>
<p>All Paraeducators in the district are given introductory training in August through ESU13. All Paraeducators who do not have 48 credit hours or an associate degree are required to take the Project Para Course. In addition to this foundational training all Paraeducators attend the Midwinter Conference. During this professional development opportunity the paraeducators gain knowledge and strategies that can be used to better serve our students. We also have established weekly meetings with the paraeducators and the elementary principal. During these weekly meeting concerns and expectations are spoken.</p> <p>Certified staff professional 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 8 days at the beginning of the year for the entire staff. During those 8 days our staff had training for the new reading program. We reviewed APL training and went over our new behavior flow chart to improve behavior response. In addition to that there were 4 additional days of staff inservice days. One of the days included the Midwinter Conference the ESU13 puts on for our staff. At this conference staff chose which session they would like to attend to improve their effectiveness within our school.</p>	

4. Strategies to increase parent and family engagement

4.1	<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>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 compacts 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 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</p>	
4.2	<p><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> <p>The policy is reviewed at the annual meeting where concerned parties can have a conversation about possible changes to the Parent Engagement Policy. Parents have an open invitation to speak at every board meeting.</p>
4.3	<p><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> <p>Our Title 1 Parent & Family Engagement Policy is shared each year in August at our Boot Camp Night. After sharing, parents were asked if they had any questions or concerns over the policy. Parents are also invited to give feedback at the fall parent teacher conferences.</p>

5. Transition Plan

5.1	<p><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> <p>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) Kindergarten Round-Up is held in the spring. Information is shared with parents, students can meet their teacher and become acclimated with the Kindergarten classroom. Having a preschool in the building does help with transition to all day Kindergarten. We hold an Open House before school starts every year so students and parents can meet their teachers and find their classroom. New students who enter GCE school during the school year are assigned to a student peer. This student helps answer any questions the new student may have and helps them with their schedule. The new family is given a tour of the facility and forms to be filled out. They are introduced to the new student's teacher and office staff. The school checks in with the new family after several days to see how things are going. The SPED coordinator reviews SPED records if the student qualifies and notifies the staff of accommodations.</p>
------------	--

5.2	<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).</i>
<p>The 5th grade students transitioning to the 6th grade is part of gradual transition. In the spring 5th graders visit the high school. During this time students get lunch, a tour of the building, 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. The second part of the transition is when 6th graders begin their day over at the elementary school and then are transported to the high school for the remainder of the day. This gradual transition helps students get acclimated to their new school.</p>	

6. Strategies to address areas of need

6.1	<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.</i>
<p>GCE has intervention time incorporated in each grade level's schedules. During our intervention times students are assigned researched based programs (Symphony math and Lexia Core 5) to help improve student's math and reading skills. Teachers also use intervention time to reteach small groups of students who are struggling with math or reading.</p> <p>Second, our teachers are available to work with students before school and after school.</p> <p>Third, we have an after school program called CHAMPS. This program works on academic success through tutoring and STEM club activities. CHAMPS is from 3:30-5:00 each day.</p>	