

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:	McCool Junction Public School
County Dist. No.:	93-0083
School Name:	McCool Junction Elementary
County District School Number:	93-0083-002
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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Dade McDonald
School Principal Email Address:	dade.mcdonald@mcjmustangs.org
School Mailing Address:	209 South Gragan Ave P.O. Box 278 McCool Junction NE 68401-0278
School Phone Number:	402-724-2231
Additional Authorized Contact Person (Optional):	Lisa Cogswell
Email of Additional Contact Person:	lisa.cogswell@mcjmustangs.org
Superintendent Name:	Dr. Curtis Cogswell
Superintendent Email Address:	curtis.cogswell@mcjmustangs.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

<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>
Tina Mierau Dade McDonald Nicole Wilkinson Carolyn Newton Hilary McDonald Carrie Epp Megan Gilkey Lisa Cogswell _____ _____ _____ _____	<u>Parent Administrator</u> Parent Administrator Teacher/RTI Coordinator Teacher Teacher/Parent Teacher/Parent Teacher Title 1 _____ _____ _____ _____

School Information
(As of the last Friday in September)

Enrollment: 119	Average Class Size: 18	Number of Certified Instruction Staff: 13
Race and Ethnicity Percentages		
White: 96 %	Hispanic: 1 %	Asian: 0 %
Black/African American: 2 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 34 %	English Learner: 0 %	Mobility: 0 %

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

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 curriculum, instruction and assessment decisions.</i></p> <p>McCool Junction Public School uses data to determine school improvement goals, help adjust curriculum, purchase core instructional materials, set up intervention opportunities, provide professional development, and allow multiple learning opportunities for all students. Some of the variety of data reports used throughout the school year are DIBELS Reading scores, NWEA-MAP reading and math scores, and NSCAS reading and math scores. Other sources used include: Saxon math placement test and Wonders reading Assessments. Once a month the RTI team meets to review and access individual student development and performance. The RTI teams consist of a K-3 team, which includes all K-3 teachers, special education teacher, SLP, Title 1 teacher, and RTI coordinator. There is also a 4-6 team, which includes all 4-6 teachers, special education teacher, SLP and Title 1 teacher. Each team meets after DIBELS testing is completed and it is at this meeting that data from testing and classroom performance is accessed. During the K-3 meeting it is determined which students qualify for a reading plan and possible interventions. During the 4-6 meeting it is determined which students would benefit from possible interventions. After initial assessments teams meet once a month to review progress monitoring data and assess students progress. General education teachers progress monitor students that are not at DIBELS benchmark once a week. Students below benchmark are considered for Title 1 services. McCool Junction uses the RTI decision rules developed by the RTI team to decide services. Students also get additional support with the Mustang Support Program. This program is provided after school hours for students needing help with instructional content. This program is currently on hold due to COVID 19 restriction, but will resume as soon as it is deemed safe to do so. The entire staff met at least five times a year during late starts and professional development days to discuss school improvement ideas and personal goals. Data is continually updated to provide growth in the assessment areas.</p> <p>Evidence: DIBELS Next NWEA-MAP NSCAS - no scores in 2019/2020 due to COVID RTI Decision Rules Sample K-3 reading plan Letter sent home to parents after DIBELS testing</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>A schoolwide survey was distributed to parents during the spring parent-teacher conferences to all families within the school district. Results are found in the evidence. ESU6 came to McCool Junction Public school and conducted student panel interviews. Attached in evidence is the results of these student interviews. A staff</p>

survey was completed and results of this survey are attached in evidence. There were many themes that came out of these surveys the main theme was that McCool Junction was "It is a Family – everybody supports each other (Family was mention in almost all staff surveys)". There were also recommendations:

- Technology classes for elementary students
- New curriculums in certain areas
- Celebrating academic achievements as much as extra-curricular activities
- We need to continue to work on homework – after school program (MSP)
- Continue to align the curriculum K-12 (need time to do this)
- New Gym
- Home Economics classes brought back

A paper copy of a Title 1 survey was distributed to all K-6 parents before the spring parent-teacher conferences. 79 surveys were filled out and returned, which is about a 70% return rate. The results were used to compile a list of parents who would be interested in attending the Title 1 meeting and are also interested in being a member of an advisory council. The survey gave information on opportunities and services that students and parents utilize. The night before school starts, McCool Junction Public Schools host a meet the teacher night where all elementary parents and students are invited to bring their school supplies and meet their teacher. Administration and resource teachers are available to answer questions and provide a welcoming atmosphere to all families. Due to COVID this year, meet you teacher looked a little different, but it was still done. Each teacher arranged a meeting place and time to meet with parents. One teacher met in the park.

Evidence:

School Improvement Survey

Title 1 Survey

Results of schoolwide parent survey

Results of student panel interviews

Results of staff survey

1.3

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.

McCool Junction Public School started updating the school improvement statement in 2015. It was decided upon by the school improvement team to continue with reading comprehension goals. An external visit will be conducted during the 2020/2021 school year. The school improvement goal is: McCool Junction will implement MTSS Tiers one through three supports for student in Reading to improve comprehension at all grade levels. The district under the guidance of our MTSS Team has implemented the following activities to help us reach this goal. -Dibels Testing of all Elementary Students -GORT Testing of all Secondary Students - (NWEA) MAPS Testing -Secondary Reading time for all students Monday thru Friday -Para support in every elementary classroom to help with reading groups -MTSS implementation school-wide K-12 -MTSS/Response to Intervention training for staff -Elementary RTI Team headed up by Nicole Wilkinson -Progress monitoring of all elementary students not meeting benchmark on reading assessments -Title I pull out for students identified for additional Reading Support. McCool Junction is also part of the "Blue River Cohor" which gives our teachers the opportunity to collaborate with teachers from Dorchester, Exeter-Milligan, Friend and Shickley throughout the school year. This currently has been put on hold due to COVID 19 and we have conducted our own in-services at the designated time. The ESU 6 staff have led our entire staff through the Danielson Effective Teaching Model during this school improvement cycle. Late starts are provided once a month starting in the fall for staff development and development of the school improvement plan.

Evidence:

Action Plan School Improvement Activities School Improvement Goal School Improvement Committees Staff Meetings
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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>McCool Junction Public offers a wide range of strategies to address the needs of all children. All K-6 teachers participate in data meetings for RTI. The team meets once a month to discuss the students at risk and what interventions are being utilized in the classroom. After testing letters are sent home and phone calls are made to discuss with parents students who were below reading benchmark. A reading plan is developed for all K-3 students who are not at benchmark in reading. McCool Junction has MPS, Mustangs Success Program, it is usually offered four days a week for one hour. This program is currently on hold due to COVID 19, but will resume when it is deemed safe. McCool does offer an after school math tutoring program that started December 15th. This program is peer tutored by 6th, 7th, and 8th grade students for K-5 students. During Christmas break students had the opportunity to partipate in the Christmas Reading Challenge. The Title 1 teacher participates in two Title 1 networks provided through the ESU 6 to gather new information and strategies to use in the classroom. This year I have attended a Virtual Title 1 meeting on 9/29/20, a Fall Title 1 Network meeting at the ESU#6 on 10/28/20, another Virtual Title 1 Connection Circle on 12/16/20 and a Title 1 Network meeting on 3/10/21.</p> <p>Evidence: Overview of School District #83 Positive Implementations MSP RTI Data Meetings Paras in the classroom Title Interventions Christmas Reading Challenge K-3 Reading plan Math tutoring flyer RTI letter Title 1 Network agenda</p>	

3. High quality and ongoing professional development

3.1	<p><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>
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All teachers at McCool Junction Public School are ESEA qualified and participate in professional development. According to our annual Attestation, we are in compliance with Title 1 regulations. All paraprofessionals at McCool Junction Public School meet ESEA qualifications. They have 48 or more semester hours from an accredited college, an associate's degree from an accredited college or have completed the requirements of Project Para.

Evidence:
 Staff Development outcomes for School Improvement goal
 Notice Concerning Staff Qualifications
 Para certification
 Superintendent letter

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>Parents have multiple opportunities throughout the school year. to discuss the school compact. The York community newspaper, Hoof Print, writes a short column inviting parents to attend the annual parent meeting during parent-teacher conferences in the fall and notices were sent home with students who were currently receiving Title 1 services. Parents are updated on language, assessments, report cards and if any changes need to be made to the school compact. Parents also have chances to view the compact on the McCool Junction school website under the Title 1 tab and at the second parent-teacher conferences held in the February.</p> <p>Evidence: Compact Sign-In Sheet Agenda York Paper notice of meeting Notice of meeting sent home</p>	
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>
<p>McCool Junction Public School completed a 50-60 3A procedure document at the March School Board meeting in addition to the legal documentation provided in the evidence. Parents and community members are invited to attend the school board meetings. Parents were notified in the Hoof Print newsletter about the Title 1 Parent and Family Engagement Policy and Procedure. The Annual Fall meeting for Title 1 is conducted in conjunction with parent-teacher conferences. Information is available to hand out to parents at the meeting. The Title 1 Parent and Family Engagement Policy is also reviewed at the school wide team meeting in February.</p> <p>Evidence: Title 1 Parent and Family Engagement Policy Title 1 Parent and Family Engagement 50-60A Procedure</p>	

Title 1 documentation on website 6420 Parent Involvement in the Title 1 Program	
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>
<p>The annual Title 1 parent meeting is held in conjunction with the first parent-teacher conferences in the fall. A set time is sent home with parents via paper copy and is advertised in the school newsletter and York News Time informing parents, guardians, and staff that they are invited to attend. The meeting is held in the library. Parents are provided with a packet of information that includes: compact, sample report card, documents explaining the different testing, language, the parent's options if a situation was to arise, and Title 1 Parent and Family Engagement Policy. All parents go over the compact and voice their opinions on any changes that need to be made. Parents also receive strategies for at home to help increase their child's reading.</p> <p>Evidence Compact Sign-In Sheet Agenda York Paper notice of meeting Notice of meeting sent home</p>	

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>There are several opportunities for contact between preschool and kindergarten with families that have students entering our district as a kindergartener. McCool Junction Public School has a community preschool located in the building, therefore this makes the teacher able to allow transition between preschool and kindergarten before the student starts kindergarten in the fall. Pre-Covid the preschool makes monthly visits to the kindergarten classroom where they read a book and do an activity with the students in the class. The kindergarten teacher hosts a kindergarten roundup event for parents of incoming kindergarten students in the spring before the beginning of the next school year. Our local special, resource, and speech language services are introduced at the event which allows parents to ask questions about services that are offered and are given an informational sheet to be filled out by the parents so the school is aware if any students require additional services for when school begins in the fall. Head Start is contacted in the fall after the kindergarten name lists has come out to determine if anyone received services from them and if so, are eligible for Title 1 services.</p> <p>Evidence: Kindergarten Round-Up Letter Transition checklist Kindergarten Open House</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>

McCool Junction Public School has a "Meet the Teacher Night" at the beginning of every school year. Parents and students are allowed to walk through the school to meet their teacher(s) for the upcoming school year. This year was different because of COVID restrictions. Each grade level (starting at 7th grade) has a sponsor that meets with them at the beginning of the school year and through the sponsor's decision afterwards on when to meet throughout the school year to discuss ideas as well as rules. Our guidance counselor teaches a 7th-8th grade class every year to introduce different career choices and gives the 6th graders tours several times throughout the school year. This allows the students to have a broad choice for future plans and know the school building. Incoming students going into junior high school are paired up with a student in the current grade level to get a tour and packet of information about the school. Starting in 5th and 6th grade students begin to transition to other classrooms. Our 5th and 6th graders have reading with the 5th grade teacher and math with the 6th grade teacher. They also have science and social studies with our middle school teachers in the Junior High wing of the school. This helps with the physical transition of going from the elementary wing to other parts of the school.

Evidence:

Meet your teacher information

Open House letters from various classes

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 schoolwide plan provides multiple opportunities for students to increase learning time during the school day and beyond. Special personnel do daily pullouts for students in reading and math interventions during the school day. Kindergarten and 6th grade did reading buddies (pre-Covid) once a week for 25-30 minutes. 6th graders pick a kindergartener and reads to them.

MCJPS also provides the following opportunities to increase learning outside of the school day:
 Summer School for reading, writing, and math - this is offered to all students. It is held 8 days for two weeks. Students are split into three groups and rotated through out 3 hours into each subject area.

Mustang Support Program (MSP) - is an after school program 4 days a week for 1 hour that allows students K-6 to get additional help and support from a teacher. This is currently on hold due to COVID 19, however; classroom teachers are offering support after school for those students who need extra help.

Peer tutoring offered after school for all subjects for students in K-5 by students in Mathcounts

Christmas break reading challenge to encourage students to read during Christmas break.

York Public Library - The York Public Library offers a summer program that allows students K-6 to participate in a reading across America program. Teachers hand out the paperwork at the end of the school year to all K-6 students encouraging them to participate in the program. Students can read a number of books to move across the board. The program encourages and allows students to get excited about reading.

Paraeducator - Each elementary classroom is assigned a para-educator who assists the classroom teacher with instruction. The para-educator can also work one-on-one with students at risk in reading or math.

Big Brother/Sister - Students in the elementary are paired with a middle school/high school student who helps them with homework as well as bonding activities.

Evidence:

K-3 Reading Plan

Interventions

Christmas Reading Challenge

MSP

Mathcounts

Paraeducator schedule

Summer School Letter