

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District School Number in the table below.

Date of Review:	11/2024	
District Name:	Johnson-Brock Public Schools	
School Name:	Johnson-Brock Public Schools	
County-District-School Number: XX-XXXX-XXX	64-0023	
Grades Served with Title I-A Funds: (PK is rarely served)	K-5	
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 type="checkbox"/> Other (Specify) _____	
School Principal Name:	Lucus Dalinghaus	
School Principal Email Address:	lucus.dalinghaus@johnsonbrock.org	
School Mailing Address:	310 Main Street Johnson, NE 68378	
School Phone Number:	402-868-5235	
Additional Authorized Contact Person (Optional):	Cara Williams	
Email of Additional Contact Person:	cara.williams@johnsonbrock.org	
Superintendent Name:	Jeff Koehler	
Superintendent Email Address:	jeff.koehler@johnsonbrock.org	

<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>
Kimmie Vogt	<u>Parent</u>
Jeff Koehler	<u>Administrator</u>
Lucus Dalinghaus	Principal
Cara Williams	Title 1 teacher
Jane Wenzl	teacher
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 363	Average Class Size: 23	Number of Certified Instruction Staff: 25
Race and Ethnicity Percentages		
White: 97.52 %	Hispanic: 1.65 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0.83 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 29 %	English Learner: 0 %	Mobility: 3.30 %

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

Confirm all Instructional Paras are Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

Please write a narrative in each box below to correspond to the Rating Rubric.

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>Johnson-Brock School implements multiple forms of assessments to identify the needs of our students. These assessments include:</p> <p>NSCAS Student grades 3-8 are tested in ELA and Math 3 times a year</p> <p>MAP Students in grades K-2nd and 9th-11th are assessed 3 times per year. K-1 are reading and math, 2nd grade is reading, math and language.</p> <p>Dibels Amplify K-5th are assessed 3 times per year and students at risk get progressed monitored throughout the school year.</p> <p>The data is organized on a spreadsheet at our annual data retreat meeting in the fall and reviewed and analyzed at our monthly grade level MTSS meetings. This allows us to determine intervention groups that fits a student's individual needs. We use interventions and progress monitoring to continue to monitor and assess students throughout the school year. This data also displays our high ability learners.</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.</i></p>
<p>Parent and community needs are identified by using a parent opinion survey generated by the district. This is an electronic format that is administrated in February. This information is used to address concerns and building climate issues that impact student learning.</p> <p>In addition, the Title 1 teacher sends home a parent survey every year to parents of students in the title 1 program. This lets parents voice their opinions on the program and provide suggestions period</p>	
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i></p>
<p>We just completed our 5 year cycle of the School Improvement Plan. All staff members were actively involved in the process and multiple inservices were dedicated to the CIP process. From the data, Number sense (which was the goal) increased through the 5 year cycle. The focus for next cycle is vocabulary: to build understanding in all grades and curriculum areas which is a foundational skill that is going to improve in all academic areas. As a school, we are also working on our MTSS process to ensure we are providing the best tier support for all students.</p>	

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.</i></p>
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The MTSS teams meet on a monthly basis and uses data and observation on students that are showing the need for extra support. The Student Assistance team (SAT) meets every two weeks to determine interventions and ways to assist students in being successful.

Teachers adapt their curriculum to meet the diverse needs of each class they teach this includes such strategies as group activities, visual aids, spiral reviews and differentiated instruction strategies. MTSS support is built into the schedule for teachers to have time to work with students in small group settings. Technology is incorporated to help with learning which includes accelerated reading, chrome books, iPads, IXL and mimio boards.

Nebraska Reads Act

All students in grades K-3 are tested using a state norm reference test 3 times a year. Students who are identified as having a reading deficiency are placed on an individual reading improvement plan that is evaluated throughout the year.

Individual Counseling Sessions:

We have a guidance counselor that will provide counseling sessions to students in need. We also have a psychologist that comes once a week to meet with students that need mental and emotional support.

Accelerated Reading:

students are motivated to read with goals set and celebration when goals are met.

Speech Pathologists:

Our ESU provides a speech pathologist that provides speech services 2 times a week.

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.*

Johnson- Brock public school encourages all staff members to participate in professional development. Our local ESU 4 provides many opportunities for teachers, administrators and instructional paraprofessionals throughout the year with workshops, trainings and conference.

Teachers complete a professional development plan each school year and are assessed on it throughout the year and reviewed at the end of the year.

Each month, Johnson-Brock incorporates an inservice day to have time for professional development.

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.*

Parents, students and teachers jointly review, agree on, and sign the school parent compact at the Title one annual meeting that is held during our back to school night. If parents are unable to attend, the Title 1 teacher will meet with them during the fall parent teacher conferences to go over the details of the title program and have them sign the compact.

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.</i>
<p>The family engagement policy is discussed at the title one annual meeting and is included in our student handbook every year. This policy helps us strive to increase parental engagement in our school. Parents are encouraged to read the policies and sign the handbook to return to school. Parents are also encouraged to attend parent teacher conferences in the fall.</p> <p>Teachers within the school, as well as administration, aim to increase parent involvement each year. Using different resources and activities, including technology and communication apps, teachers are able to share students' grades and activities with parents in a convenient way. Parents have access to power school to view their students' grades and progress, and report cards are sent home to parents quarterly. Dibels reports are also distributed after each assessment..</p>	
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.</i>
<p>Each school year there is an open house for parents to come and meet the teachers. During this night there is a time block for the title one parent meeting. Students that were in the program from previous years are sent a letter inviting them to attend. Parents are also invited to our family engagement night where information is also given to parents during this time.</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>Preschool roundup and a Kindergarten signing day are held in the spring. Preschool teachers make home visits right before school starts.</p> <p>Letters to students from teachers are sent out the summer prior to school starting. We also have an elementary open house night before school starts so parents and students can meet their teachers, explore their classrooms, and bring in their school supplies.</p> <p>As new students enroll in our school system, our guidance counselor gives them a tour of the school, presents them with a student handbook, and assists in designing an individual academic schedule that promotes success at Johnson - Brock schools.</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>3rd through 5th grade classrooms have departmentalized core subjects to enhance instruction and ease transition from elementary school to middle school.</p> <p>During our spring open house 5th grade students and parents have an orientation meeting.</p> <p>High schoolers are given many opportunities with college visits, career fairs and curriculum that provides guidance for post secondary schooling or career. If a student is transferring out of our district period complete records are sent out when asked by school or parents to the new district period</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>All teachers in K through 5th incorporate MTSS time in their schedule. This allows them to have time to work with students that are struggling in areas of content.</p> <p>3rd through 5th graders have intervention groups to support not only high learners but also students that struggle in their learning.</p> <p>There are after school programs, backpack program and teammates to help support students and their needs.</p>	

7. Consolidation OR Coordination and Integration of Federal, State, or local Funds

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
N/A	