

Perkins County Schools

Title 1 Schoolwide Plan

August 15, 2018

Mission Statement

The mission of the Perkins County Schools is to develop capable, responsible, life-long learners who demonstrate those skills necessary for achieving academic and occupational success in a global society.

The Perkins County School Improvement Planning Committee is organized and meets regularly. Professional educators, administration and parents currently serve on this committee. This Schoolwide Plan will be a piece of the School Improvement Plan. A comprehensive needs assessment was completed through staff and parent surveys and data gathered from various testing sources, such as MAPS, DIBELS, NSCAS, mobility data and more. These and other sources such as teacher observations and classroom performance on daily grades will also be considered each year when planning instruction and deciding which students are in need of help. Parents/community needs are identified and addressed accordingly.

The Schoolwide Planning team consists of Nicole Long; Elementary Principal, Dana Freiberg; Title 1 Coordinator/Teacher, Jill Richmond; 3rd grade teacher, Tandy Overstreet; Elementary Para, Tawna Holmstedt; Parent, Amy Kroeker; School Board Member/community representative, Cheryl Roche; ESU #16 consultant. Geraldean Walker, our elementary Guidance Counselor, is also a consultant for our Plan.

At an elementary staff meeting in January 2016, staff members were given the opportunity to become informed, ask questions and provide suggestions on what our schoolwide plan would look like. One hundred percent, 26 out of 26 of the certified staff, voted to support a schoolwide plan. All parents of students in this building were provided a chance to ask questions and give input also. This is an ongoing process for both staff

and all parents in grades K-6 through annual surveys, school newsletter notes, Parent/Teacher conferences, local newspaper articles and parent information nights.

The Perkins County Elementary School building in Grant, Nebraska houses grades PreK-6 and will serve all students K-6 under the Schoolwide Plan. Perkins County Schools realizes the importance of a qualified and professional staff. The elementary staff at PCS are all highly qualified and endorsed in the area of their assignment. Through District funding, our school staff takes advantage of workshops whenever possible and appropriate for the needs of our staff and students. Our district also holds several inservices each year for professional development activities, based on the needs of teachers/paras and recommendations of the School Improvement Committee. They are linked to the targeted goals emerging from the ongoing process of school improvement. Administrators also assess teacher performance annually, and together discuss ways to improve teacher and student performance. Certified staff members attend workshops or classes that meet his/her individual needs and are encouraged to share new information with other staff.

Nine para professionals out of 9 either have a college degree or have passed a state approved Work Keys assessment. A Web based Para Training Course was required of all Paras provided through ESU #16. Our current staff includes 15 teachers, 9 Para educators, 1 Resource teachers, 1 ELL teacher/art teacher, 1 Speech Pathologist, 1 nurse, and 1 administrator, as well as 1 full time guidance counselor, 1 media specialist, 1 PE teacher, 2 music/band teachers. The Title 1 Teacher position has been renamed the Title 1 Coordinator.

Classroom teachers assess students on a consistent basis to identify needs of individual students failing or at risk of failing to make progress on standards. They use research-based assessments, such as DIBELS NEXT. Student performance on these assessments is used to plan interventions, select curriculum and materials, and develop quality instruction. DIBELS helps us track the progress of these students.

In order to assist children having difficulty mastering standards, especially those low achieving and at-risk, we will set up time with each classroom teacher to plan strategies that will work with individual struggling students, either one-to-one, or in small groups during the part of the day most beneficial to the child and teacher's schedule. Paraprofessionals are utilized for some of this instruction. Co or team teaching will also be used, especially if a large amount of the class is having difficulty with a certain concept. We are establishing our MTSS (Multi-Tiered System of Support) model to improve student reading and increase student scores. The PBIS (Positive Behavioral Interventions and supports) model is being implemented. Title 1 staff are closely involved in the interventions, reading groups, progress monitoring, and assessments.

If deemed necessary, learning time will be increased to outside the normal school day with a specific plan for success. Students could receive help before, during or after school. Students in 3rd, 4th, 5th, or 6th grade can participate in a after school club on Thursday. Summer School is offered for qualifying students in all K-6 grades who need need continued practice in Reading and Math.

Marzano's Instructional Strategies will be used, including direct instruction, modeling and scaffolding. Also Stepping Stones, Road to the Code, Sound Partners, Read Naturally, Reading Plus, REWARDS, Barton Reading & Spelling System, PALS (Peer Assisted Literacy Strategies), Study Island, Moby Max, and Differentiated Math are a few of those research-based programs available to our staff.

We know that children in emotional distress are not able to learn until they feel safe and have a plan to succeed. Caring adults can make a big difference. Our school guidance counselor meets with each class once a week, and is available for individual sessions, should an area of concern arise. We have a volunteer program in place to help low readers excel in their oral reading skills and form a relationship with another caring adult who loves to read. They listen to students practice their reading skills, sight words, and fluency once a week. Circle of Friends, mixed grade student mentoring, and study buddies for missed assignments are also utilized as needed. High school students

considering the teaching profession work as teacher's assistants with struggling students in the elementary classroom one period per day. Good character and citizenship are recognized through awards for Student of the Month.

The district provides new teacher orientation for incoming staff with introduction to special services, opportunities to observe peers, and professional development. A Mentor Program is in place for new teachers. Schedules for paras, Resource and Title 1 personnel are determined according to the needs of students during their academic day. Staff will participate in staff meetings, professional readings, and professional development focused on quality instruction and creating quality assessments to measure student progress toward meeting state standards. These meetings will be planned by the School Improvement Committee and/or the Assessment Coordinator.

Parent involvement is so important to the educational success of any child. The Parent Involvement Policy and Parent-Student-Teacher Compact were both designed with parent input. They will be reviewed at each Annual Parent Meeting for any changes. We will use several methods to obtain signatures and commitments to its contents: by sending it home at the beginning of every year to all families, posting it in a prominent place in the hallways as a reminder, and addressing it at Parent/Teacher Conferences and family events. Both documents will be placed in the Student Handbook and on the school website for additional access.

A family activity is held annually for all families with the entire faculty involved in the activities. The Title 1 Coordinator will be available for information and questions, as well as at parent workshops, parent/teacher conferences, and S.A.T. or MDT meetings. Open House is another opportunity to visit with parents and grandparents and keep the lines of communication open. It is a desire of ours to increase parent involvement through programs and services that give them new information on parenting, helping with homework, and literacy strategies. This information is available on the Title 1 Coordinator's webpage and will be continually developed as we go along.

A district funded early childhood program for 3 and 4-years old is now provided in our district. It is housed in the PCS Elementary building and features a sliding scale for low income families, with priority given to those with verified special needs. All parent meetings and activities are held there. This allows these students to become familiar with the grade school. They are invited to join in Kindergarten Roundup Day along with their parents for orientation. The Title 1 Coordinator is a part of the parent information program that day. Through the application process, all applications for the Perkins County Early Childhood Education Program are discussed with PCS administration and staff to prepare them for potential special needs and inclusionary practices and needs. IEPs are discussed, established and periodically evaluated for each verified student, carefully following federally established standards.

At the beginning of the school year, a school assembly is held to introduce all staff and students and welcome them to PCS. New students are assigned a peer buddy. Each teacher has an individual classroom orientation plan for new students. Tours of the building are given to new families and introductions are made to the staff. Information has been added to the new student packet explaining our Schoolwide status and its services.

At the end of each year, sixth grade students take a trip to the building they will attend as seventh graders and given an opportunity to tour and attend some classes there for the day. This helps the transition between elementary and middle school to go more smoothly and ease fears. Outgoing Middle School students attend a half day orientation at the High School. They meet the staff, become familiar with the building and get a taste of the high school experience. Resource staff is available to assist special needs students and provide them with additional support.

With a growing culturally diverse community, Perkins County Schools has a Limited English Proficiency Program, with Michelle Snyder working as the half time Teacher and Coordinator. All families are notified that LEP services are available at PCS,

including, but not limited to: translators, LEP curriculum, special accommodations, messages sent home written in their spoken language, etc.

In the past, teachers and administrators have participated in the development of classroom assessments for STARS, and attended peer reviews throughout the year as requested, coordinated through ESU #16. This is no longer necessary, now that we are administering NSCAS Assessments.

All staff involved in a child's education, including nurse, psychologist, counselor, para, and teacher will be given the opportunity to provide input on strategies used and stay informed of methods that help a child succeed. Staff meet with these personnel periodically, as needed, to collaborate and review plans.

Title 1 funds will be combined with general funds and private benefactors to support the salaries of the Title 1 coordinator and paraprofessionals, as well as materials and programs needed to provide services to students and parents. Coordination and integration of programs and materials will improve student achievement as there is more flexibility in the use of resources and personnel. One other resource is the local Box Tops for Education fundraising program, which Title 1 is in charge of, and uses it to supplement our program objectives. A community volunteer/parent currently coordinates this program.

The communities that make up Perkins County are very supportive of the students in PCS. Businesses and school staff work together as partners in supporting high achievement for all students. Activities are offered, such as Dollars for A's from the local banks, field trips to businesses that relate to class units, students performing for Senior groups, guest speakers in the classrooms, educational assemblies, volunteers to read or tutor, and newspaper articles recognizing achievements in academics and school activities. The Rotary Club provides dictionaries for 3rd graders, and our local skating rink has given passes for incentives for the Accelerated Reading Program. We are fortunate to have such support.

Children are able to enter and exit the Title 1 program throughout the year based on progress monitoring and teacher recommendations. All students residing in the district are considered for services including those automatically eligible such as neglected, delinquent, homeless, and former Head Start students. The process also does not exclude EL students or students with disabilities. A School-Parent compact is reviewed by parents and staff at the annual parent meeting.