

Title I Schoolwide Plan

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

District Name:		Schuyler Community Schools	
County Dist. No.:		19-0123	
School Name:		Schuyler Middle School	
County District School Number:		8	
School Grade span:		6-8	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>			No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>			No
Indicate subject area(s) of focus in this Schoolwide Plan.		Reading/Language Arts Math	
School Principal Name:		Jesse Zavadil	
School Principal Email Address:		jesse.zavadil@schuylercommunityschools.org	
School Mailing Address:		200 W. 10th St., Schuyler, Ne, 68661	
School Phone Number:		402-352-5514	
Additional Authorized Contact Person (Optional):		Dave Gibbons	
Email of Additional Contact Person:		dave.gibbons@schuylercommunityschools.org	
Superintendent Name:		Dan Hoelsing	
Superintendent Email Address:		dan.hoelsing@schuylercommunityschools.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			Yes

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	Yes
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<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> <u>Jesse Zavadil</u> <u>Bill Policky</u> <u>Bobbie Rocheford</u> <u>Miranda Mally</u> <u>Andy Hall</u> <u>Cindy Beebe</u> <u>Dave Gibbons</u> <u>Evelyn Recinos</u>	<u>Titles of those on Planning Team</u> <u>Administrator</u> <u>Teacher</u> <u>Teacher</u> <u>Teacher</u> <u>Teacher</u> <u>Teacher</u> <u>Curriculum Director</u> <u>Teacher</u>
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School Information
(As of the last Friday in September)

Enrollment: 428	Average Class Size: 16	Number of Certified Instruction Staff: 33.75
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Race and Ethnicity Percentages

White: 8.2 %	Hispanic: 89.7 %	Asian: 0 %
Black/African American: 2.1 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	

Other Demographics Percentages *(may be found on NEP <https://nep.education.ne.gov/>)*

Poverty: 73 %	English Learner: 30 %	Mobility: 4.31 %
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Assessments used in the Comprehensive Needs Assessment
(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

NSCAS	MAP
STAR	

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>At Schuyler Middle School our staff routinely analyze the results from several assessments in order to determine student needs. Our Grade Level PLC's meet monthly with our Assistant Principal and Counselor to complete an RTI process to place students in an appropriate intervention with their teacher during our 5th period. Our entire staff also meets once per year to look over MAP data with an ESU7 specialist to determine our building wide data trends. Data assessments that are used by Schuyler Middle School include NSCAS data, MAP data, STAR data from Renaissance as well as classroom build formative assessments.</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>Each year Schuyler Community Schools provides opportunities for community leaders, teachers, parents and other stakeholders to meet and provide input and identify the needs of all children in SCS schools. Schuyler Community Schools achieves this through our strategic plan process. Our Stakeholders have several opportunities to attend the meetings or to offer feedback through an online portal called thought-exchange. All district staff are required to participate in the thought-exchange process and all of the patrons in the district receive a text message that allows them to offer input on our school's strategic plan. The district strategic plan team and Superintendent Dr. Hoelsing explains the accomplishments and the needs of our students. After the input has been provided the action plans and goals are developed and shared with all stakeholders.</p>
1.3	<p><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>

Schuyler Middle School participates in an ongoing Continuous School Improvement Plan in attempt to meet students needs. School Improvement Goals are created after analyzing data from different assessments such as MAPS and NSCAS. These goals are created by the school improvement team after analyzing and assessments and teacher leader discussions. The school improvement goals are then shared with the building staff to be incorporated in their classroom. Posters are put in plain sight and the goals are discussed at staff meetings.

School improvement team meets the 1st Wednesday of each month. to discuss school improvement and students needs. Part of the process included adapting a SCS instructional model, where key Marzano instructional strategies are identiFied and implemented in the classroom. ProFiciency scales have also been adapted to meet students needs. Adequate training have been given to staff to create and implement scales into their daily instruction. The result of these improvement plans are interventions and training for intervention for our staff. The strategic plan has also included the beginning of the outline for a more rigorous MTSS model to be researched to replace our current RTI process.

2. Schoolwide reform strategies

2.1

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.

This past school year Schuyler Middle School has been conducting focused interventions for students that are not meeting grade level standards. These interventions take place during our extended 5th period. Teachers review data to determine what academic needs each student has and students are then assigned an intervention through our Intervention Process. Our Assistant Principal and our Counselor meet with our teachers every Thursday and discuss students that need behavioral and academic assistance.

SMS has conducted a whole staff training in Capturing Kids Hearts. As This program focuses on building relationships with students. This will helps classroom teachers create a healthy environment to promote student learning. Strategies include creating a social contract and hand shaking when students arrive in the classroom. During COVID our teachers do not shake hands, but greet all students at the door. Also, SMS has incorporated “Relationship Time” as part of the daily schedule. During this time teachers are able to build relationships with a specific group of students through their middle school careers. This can be identified as a mentoring program where teachers can mentor students on academic and personal needs. As part of professional development teachers have been part of a Data Driven dialog to help them analyze and observe students MAP assessment scores and identify needs of students. After data analyzation from staff the school improvement team have identified two areas of need. These include main idea and increased algebraic thinking in classrooms as part of school improvement goals.

Part of the process of building leadership at SMS is creating grade level team meetings. Each member of the group has a role and responsibility to accomplish. Roles include to obtain information and report back to the team on the weekly meetings. These roles include ELL and SPED Correspondent, Data Coordinator, SAT and Technology representative, and a Team Leader. By providing this opportunity it gives each building teacher a way to build leadership in the building. These leaders also serve on the RTI team to identify students in need of services.

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. Provide supporting documentation in the corresponding folder.

Schuyler Community Schools and Schuyler Middle School Conduct regular professional development. All new teachers are required to attend 5 days of APL training which allows for very specific instructional techniques for managing classrooms and engaging students. All Staff are required to attend yearly APL refresher trainings. All new staff are required to attend Marzano and Capturing Kids' Hearts training which is meant to allow our teachers to understand our instructional model and to allow all of our teachers to have concrete methods to build relationships with students. All paraprofessionals received training on classroom management as well as psychology based practices for engaging with difficult students. This Para training was put on by Amy Mazankowski from ESU7. During professional development Math and Reading staff are required to attend trainings on the proper use of data to drive instruction

4. Strategies to increase parent and family engagement

<p>4.1</p>	<p><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>
<p>The school-parent compact is reviewed during parent teacher conferences. Teacher and students have the opportunity to review and sign the contract during R-time. Also, parents will have the opportunity to sign the contract during parent teacher conferences. During the past 6 years we have conducted parent teacher conference between parents and the students' R-time teachers. Parents are required to attend their child's R-time teacher first to review the compact, MAP assessments and review the students MAP goal for the year. R-time is a set period during the day where teachers will have the same students throughout the students middle school career. During this time teachers and students work on building relationships and setting academic goals for the students.</p>	
<p>4.2</p>	<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>Title I policy is audited by the Department of Education on a yearly basis. Also, Title I Parent and The Family Engagement Policy is reviewed during parent teacher conferences. Parents receive an explanation of the school's performance, expected proficiency for students and their assessment results during parent teacher conferences. The Title I parental involvement policy is also shared with the parents in the SMS Handbook and during the Open House at the beginning of the School year.</p>	
<p>4.3</p>	<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>

The annual Title I parent meeting is held during the Spring Parent Teacher conferences. During this time parents are provided with information on the school's Title I policy. School leaders receive any questions or feedback parents may have. Any feedback is then taken to the building principals that then report to the Superintendent. During strategic plan feedback is also elicited from out Parents regarding the strategic plan as it relates to Title I.

5. Transition Plan

5.1

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).

At the beginning of most the school years, an open house night is held in order to acclimate all students to their new schedules and teachers. Parents are invited to join their students as they receive their schedules and identify where their new classes will be held. In the Fall of 2020 we were not allowed to host an open house due to COVID protocols. Instead our district had jump up days planned for 6th grade students entering the middle school. At this point students are able to find their locker and practice opening it before the first day of classes. This helps with any stress students may have of not being able to open their locker and make it on <me for class. Teachers are instructed to make themselves available to give brief overviews of the content that will be covered throughout the year and to answer questions from parents and students. The building principal leads a meeting during which important student handbook items are highlighted and new staff members are introduced.

In the spring a day is set aside for 5th grade students that will be 6th grade students to visit the Middle School with their teachers and be given a tour and at this <me they meet the 6th grade teachers, administration, and other staff. Students are also given information regarding clubs that are available to them as 6th grade students. This day is also set aside for the students in 8th grade to attend the High School for an afternoon and get the same information regarding classes and available extra-curricular activities.

Our Counselors meet near the end of every school year to discuss our students that have a SAT plan or a 504 plan. Our Special education teachers in the Middle School, Elementary School, and High School meet as well to discuss the transition between the Elementary and SMS and SMS and the High School. All high needs special education students have multiple jump-up days to acclimate themselves to the new building.

5.2

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).

As students near the end of their eighth grade year, they are invited to attend an afternoon orientation at the high school. All eighth grade core teachers walk with the students to the high school building and supervise them during this event. High school athletic coaches and activities sponsors set up tables in the gymnasium and students are free to ask questions and sign up for extra-curricular activities. The high school principal then talks to the students about their schedules and the overall climate of the 9-12 building. Before students are dismissed, they are then required to schedule their classes for the next school year. The SCHS Guidance Counselor also spends the day in 8th grade classes preparing students for this event, specifically scheduling classes. Our High School Coaches all set up a table to come down and meet with our 8th grade students during the months of April and May during lunch.

Students are also invited to a pep rally at the high school to help them create a sense of pride. This is usually done before the Homecoming football game and students are encouraged to attend and support their high school sports team.

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.

Schuyler Middle School was awarded the 21st Century Grant. With this grant SMS is able to provide an after school program called Warrior Academy. During this time certain clubs are offered to students. Clubs include photography, soccer, robotics, art, cooking, music, and others. Student have the opportunity to attend Warrior Academy by paying a fee of \$10.00. Parents can also serve as volunteer parents and the fee will get waived. Parent volunteering would benefit more SMS in increasing parent involvement in school activities. The after school club is held Monday through Thursday 4:00-5:30 pm and Friday 1:30-5:30 p.m.

Schuyler Middle School also offers several summer school options. During the recent years, SMS has been offering a Fine Arts Program during the month of June and STEM summer school during the month of July. These programs are offered to 6th-8th grade and are during the hours of 8 am to 12 pm Monday through Friday. An ELL summer school is also offered for students who have recently moved to the United States. Finally, the district works with the local Educational Service Unit to sponsor a three week program for students whose parents have recently arrived to the United States.

On Fridays, Schuyler Middle School is dismissed at 1:30 p.m. Students have the opportunity to participate in Intervention and enrichment time. During this time students have been selected based upon academic need to stay and complete targeted interventions based upon. Also, Homework Zone is a time where students who have not completed an assignment or are having trouble with a particular class can stay from 3:38 to 4:00 p.m. to obtain additional help from teachers.