

Title I Schoolwide Plan Cover Page

District Name:	Banner County School	
School Name:	Banner County Elementary	
County-District-School Number: xx-xxxx-xxx	04-0001-02	
Grades Served with Title I-A Funds: (PK is rarely served)	K-5	
Preschool program is supported with Title I funds. (Mark appropriate box)	☐ Yes	☒ No
Summer school program is supported with Title I funds. (Mark appropriate box)	☐ Yes	☒ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☐ Math ☐ Other (Specify) _____	
School Principal Name:	Troy Holmberg	
School Principal Email Address:	troy.holmberg@bcswildcats.org	
School Mailing Address:	Banner County School PO Box 5 Harrisburg, NE 69345	
School Phone Number:	308 436 5262	
Additional Authorized Contact Person (Optional):	Sara Steer	
Email of Additional Contact Person:	sara.steer@bcswildcats.org	
Superintendent Name:	Dr. Evelyn Browne	
Superintendent Email Address:	evelyn.browne@bcswildcats.org	

Date Reviewed: 4/11/2025

Submit Cover Page to rhonda.wredt@nebraska.gov, at NDE Federal Programs Office by May 1st.

<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>
Dr. Evelyn Browne	<u>Parent</u>
Troy Holmberg	<u>Administrator</u>
Sara Steer	Administrator
Kaitlin Knaub	Title one Teacher
Priscilla Stauffer	Parent teacher
_____	_____
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 70	Average Class Size: 13	Number of Certified Instruction Staff: 14
Race and Ethnicity Percentages		
White: 82 %	Hispanic: 18 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 1 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 74 %	English Learner: 1 %	Mobility: 0 %

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

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>
The district uses multiple means of assessing student growth from K through 12. Teacher created documents, adaptive assessments such as NWEA's Maps, standardized assessment to support IEPs, Dibels, STARS and Nebraska State Assessment NSCAP. (folder) For our at risk students we use all of these testing resources and have bi-weekly discussions on student needs between the classroom teacher, the resource teacher, reading recovery teacher, and title teacher to continue added remediation time for the individual student or add accommodations to classroom work to facilitate student working towards mastery in the classroom. (folder)	
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>
In an effort to get a good return on the parent survey, the survey was put on the Banner County School web page. There were also computers set up at the parent teacher conferences so parents could fill out surveys. The surveys help us build a better atmosphere between the students, the staff and the parents of Banner County Schools. (folder) In an effort to get a better understanding of what our students like and dislike, and what they would like made available, a survey was given during the day in each classroom or wildcat pride hour. (folder)	
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>
In our surveys we noticed we are improving but need to continue more communication between the school and parents. We have made an effort to ask our parents how they would like us to communicate with them such as: phone calls, email, text or mail. JMC is also being kept up-to-date so parents can see their students' grades. The main goal of our school improvement plan is to improve reading comprehension through multiple strategies across all content areas. We have done this with multiple short meetings to discuss the data and strategies for particular students. Since we are a small school and have contact with most students daily, we respect each others' insight and experience on struggling students, not only in academic areas, but emotional and behavioral areas as well. (folder 1.1) Banner County also has twitter, facebook, a web page and an alert call system to keep everyone informed of the happenings in the school. We have a four day instructional week. On Fridays we have OEF (optional enrichment Friday). These allow students to explore STEM activities and other activities. (folder)	

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>
Reading Teacher, Title one teacher, and Reading Recovery Teacher are available to do remediation during the school day. (folder) All teachers are available on OEF days when scheduled by parent and teacher. Most of our students are bused so any contact out of the regular curriculum days has to be arranged with the parent. Reading screenings are used to determine the source of the student's individual needs. Some of the screenings are Mastery Reading placement tests, Sonday placement, and mastery tests for K-2, and Sonday placement and Reading mastery tests for 3-5 if needed. Wonders weekly tests for 3-5. SPED services are available for verified students K-12. The staff is constantly aligning the curriculum to state standards by updating our curriculum maps at each grade level or subject area. Additional support for students at all levels of proficiency include counselor, occupational, physical and speech therapy. (folder) We have a work/study class available to high school students if they wish to help in the elementary classrooms for a period a day. (folder) Computer classes are available for the upper elementary. (folder) Staff also arranges time at recess or specials such as PE, music, art and library times to help students; this is done only when absolutely necessary. NWEA and Dibels data are analyzed to look for trends. (folder 1.1) SAT team generates ideas to assist students in the classroom, title pull out, or to request more intensive testing after other accommodations have not worked. (folder)	

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>
Banner County School provides in-service opportunities throughout the school year and is very helpful in allowing teachers to go to other trainings at the ESU or other places to improve the teachers' skills in the classroom. (folder) Areas of professional development include: Second Step, Canvas training, autism modifications and others. (folder) All certified and support staff participate in district and building level in-services based on the school improvement plan. All Banner County staff members attended the ESU #13 2025 Staff Development workshops in Scottsbluff and Gering. (folder)	

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>
	In May of 2024 the annual Title One Parents' meeting was held at the elementary school gym before the start of Patrons' Day. The Parent and Family Engagement Policy and the PST compact were reviewed. Parents were given the chance to make suggestions for improvement of either. They were told that they could review again and give suggestions at any time.(folder) All parents, students, and teachers were given a compact to sign at P/T conferences. Some were turned in that day or returned with the students. Compacts were sent home to parents not attending the conferences. The elementary had 87% attendance at the fall P/T conference. The compact was developed by parents and teachers using the examples on the State of Nebraska Website. Meeting minutes provided. (folder)
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>
	The parent and family engagement policy was developed with parental input using the guidelines on the State of Nebraska Website. It is in the Student Parent Handbook. All parents have to sign that they have read the handbook and the signed papers are handed in to the office. Parents are given another copy at the parent meeting and asked if they see anything that they have concerns with. They are reminded they can give suggestions at anytime. (folder)
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>
	The title one meeting is held before the Patrons' Day events in May of every year. We have had more success at getting parents to attend the meeting when they already have to be here for something else. We have almost 97% bused students so parents have to come a long distance to the school. The meeting is on the school calendar that all school parents receive. It is also posted on the website and a note is sent home to remind parents of the meeting and Patrons' Day. The annual meeting will be held on May 19, 2025. (folder)

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>
	We have a full day preschool Monday through Thursday. Having preschool in the building allows the preschoolers to participate with other students, and to become familiar with the teachers and the building, giving them an easier transition to Kindergarten. They participate in pumpkin patch and other field trips, pep rallies, Christmas program, Read Across America and other activities with the elementary K-5. They also ride the bus with all the other students K-12. They are included in as many activities as possible to prepare them for Kindergarten and the rest of the elementary school. As our 5th grade transitions to middle school, they gain exposure through PE, music or band, and library. Since covid and the move of our 6th grade to the junior high hall we have not had an official transition. The plan for the fifth grade this year is to go to the 6th grade and follow a shortened schedule of their actual classes so they can meet the teachers and understand the bell schedule and in between classroom transitions. High School students have many opportunities with their transition to after school career, college or other life endeavors. All junior and senior high students participate in Wildcat Pride hours each day, which includes individual assistance with assignment completion, as well as, a range of technology applications to help

students consider career paths. The regular high school curriculum includes courses such as financial literacy, business, family and consumer science, applied science and welding/construction courses that focus on the acquisition of life and career skills. High school students complete course selection with the school guidance counselor and are able to choose among a number of distance learning and/or dual credit courses that meet their personal learning needs. Opportunities to attend local college fairs or industry expositions as well as individual campus visits are supported by board policy. The school guidance counselor works with families to complete college and FAFSA applications and invites guest speakers and industry leaders to the school to share programs, grants and other career opportunities for students who are juniors and seniors. Any student transferring in at any grade is given a tour of the school and is assigned a helper to help acclimate them to the school.

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).

All the information in 5.1. When the new school requests information, the information is sent through the counselor's office. As a staff, whenever a student leaves we are available for the new school's personnel to call for information about the curriculum or whatever else to help with the student's transition. As for high school students, we are available to write recommendations as needed to help with their life choice, be it college, trade school, or a job. Our building is PreK-12, so the only transitions out to another site is if they move or graduate.

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.

All day Kindergarten provides equitable learning opportunities to all children.
 Student Assistance Teams meet as needed to address academic, social, and emotional needs of students. SAT team meets when there is a referral. (folder)
 School psychologist assists to identify students for special services in an MDT setting.
 Special education, speech therapy, occupational therapy, physical therapy, and counseling services are available according to individual student needs. (folder)
 Each classroom uses Second Step curriculum weekly as required by the school district.
 Paraprofessionals work with teachers and students in the K-5 classroom.
 Teachers work closely with parents in coordinating the students' education.
 School-to-home folders or daily planners are utilized to assist in daily communication between parents and teachers.
 Title One teacher is available to support at-risk students.
 Reading and Reading Recovery teachers are also available to support at risk students. (folder)
 High School students work as elementary aides to experience teaching. The aides work with students in academic areas and help the teacher with simple clerical work. (folder)
 Summer Library activities are planned again for this year. (folder)