

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

*Place documentation in corresponding folder on flash drive to support the narrative.*

**B. Participants involved in developing the building’s schoolwide plan**

<b>B1</b>	<i>Please provide a narrative below that explains how participants were involved in developing/updating the building’s schoolwide plan. Provide supporting documentation in the corresponding folder.</i>
<b>B1</b>	
<p>Our schoolwide planning team includes members from a variety of backgrounds. The team is made up of elementary teachers, paraprofessionals, administrators, a parent, a community representative, and a representative from our school board. At least one formal meeting is held each school year to update the school wide abstract, make adjustments to the Title 1 policy and procedures, Homeless policy and procedures, and the Title 1 Compact. Starting as of the 2014-2015 school year, the Title 1 coordinator will present to the local school board meeting so that members of the community have access to current information that relates to our school wide Title 1 program. A notice is put into the school newsletter notifying when our annual Title 1 Self-Review meeting is scheduled so that the members of the district are welcome to attend.</p> <p>Evidence:</p> <p>2014-2015 Schoolwide Planning Team Members</p> <p>February 5, 2015 Self Review- Agenda</p> <p>Signature Page</p> <p>Title 1 Compact</p> <p>Schoolwide Abstract</p> <p>Homeless Policy and Procedures</p>	

**C. Staff involvement in developing/amending the building’s schoolwide plan**

<b>C1</b>	<i>Please provide a narrative below that explains how certified staff voted to support the schoolwide plan. Provide supporting documentation in the corresponding folder.</i>
<p>In January 2015, during our monthly staff meeting, the certified staff voted 100% by signature ballot to continue the schoolwide Title 1 program.</p> <p>Evidence:</p> <p>2015 Staff Roster</p> <p>2015 Vote for Title 1 Schoolwide Plan</p>	

**1. Comprehensive Needs Assessment**

<b>1.1</b>	<i>Please provide a list of data used to support the comprehensive needs assessment. Provide supporting documentation in the corresponding folder.</i>
<p>McCool Junction Public School uses data to 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, NRT Reading and Math scores, NeSA Reading scores, NeSA Math scores, and NeSA Science scores. Data is updated continually to provide growth in the assessment areas. Throughout the year, data is reviewed to access individual student development and performance. Other sources used include: DIBELS Next and Saxon placement testing information. NWEA-MAP will be implemented and utilized the 2015-2016 school year.</p> <p>Evidence:</p> <p>DIBELS Next Report Sample</p> <p>Tera Nova</p> <p>NESA</p> <p>State of the Schools Mobility Rate</p>	
<b>1.2</b>	<i>Please provide a narrative below that explains how all disaggregated Title I subgroup data was used to plan instruction and improvement efforts. (Small schools will need to report local disaggregated data for internal analysis.) Provide supporting documentation in the corresponding folder.</i>
<p>Information is broken into subgroups according to gender, special services, attendance, and ELL status. A summary of the information will be held with the entire teaching staff in the fall. Beginning at the end of the school year 2015, MCJPS School Improvement Team will hold a data retreat to discuss data across subgroups and core curriculum areas. A monthly meeting is held between elementary staff and staff specialists to look at the growth of reading skills from beginning to end of the year as well as movement of progress status of students. Individual student data is gathered to discuss strategies within intervention times to help aid in making the best educational decisions for the success of that student.</p> <p>Evidence:</p> <p>Female/Male Chart</p> <p>Sped/Non-Sped Chart</p> <p>Title/Non-Title Chart</p> <p>Attendance</p> <p>ELL Status</p> <p>NESA Scores</p>	
<b>1.3</b>	<i>Please provide a narrative below that explains how staff qualifications were used in development of the schoolwide plan. Provide supporting documentation in the corresponding folder.</i>
<p>Results of the attestation completed at the beginning of the 2014-2015 school year show, McCool Junction Public School meets the requirements to be in compliance with school wide Title 1 program. A list of certified staff members, administration, and non-certified staff members are included within the folder. A list of professional development and activities is included within the evidence. DIBELS reading data is conducted monthly which include elementary staff and staff specialists. Once a year, a reading coach works with staff on implementing ideas and strategizing new approaches for development of the schoolwide plan. The agenda for the meeting is included</p>	

in the evidence. Progress monitoring information is discussed at these meetings as well as strategies to help aid in interventions for all students. Late starts are provided once a month starting in the spring of the 2014-2015 school year. Each teacher in the district is involved in the development process, which allows him/her to help improve the development of the school improvement plan. McCool Junction Public School is a member of the Blue River Cohort. The Blue River Cohort meets twice a school year. Every teacher apart of the district is included, allowing them opportunities to meet with other educators in their same field from other school districts. All teachers are invited to participate in book studies. The current book study is based on readings and ideas from the book, Teach Like A Pirate. Book study conversations are held online through the course of several weeks.

An annual school improvement data retreat will be implemented the summer the 2015 school year to discuss new ideas and strategies to be used the following school year.

Evidence:

2015 Staff Roster

Schoolwide Attestation

RTI Meeting with April Kelley Agenda

Blue River Cohort

Late Start Dates/Letter

New Teacher Meeting ESU 6

Professional Development Dates ESU 6

Professional Development Dates MCJPS

**1.4**

*Please provide a narrative below that explains how the parent/community survey was distributed and collected. Provide supporting documentation in the corresponding folder.*

A Title 1 survey will be completed every year during the winter/spring parent-teacher conferences. This survey is distributed to all parents who have a child in Title 1 reading or math. At the February 2015 conferences, 24 surveys were distributed. Seven of the surveys returned. In the fall of 2015, McCool Junction School Improvement Team will distribute a survey to parents in the district.

Evidence:

2015 Title 1 Survey

2015 Title 1 Survey Results

**1.5**

*Please provide a narrative below that explains how the schoolwide plan supports the school improvement plan. Provide supporting documentation in the corresponding folder.*

McCool Junction Public School is currently updating the school improvement statement. At the beginning of the 2014-2015 school year, the school improvement team decided to continue the reading and math comprehension goals. The two goals are connected with the Title 1 reading and math intervention programs that are in place in the district. Students will improve in reading and math. Teachers use the Title 1 program as a resource and intervention when there are students at risk in reading and math areas. The Title 1 teacher will work with students struggling in those content areas by providing extra support.

Evidence:

## 2. Schoolwide reform strategies

<p><b>2.1</b></p>	<p><i>Please provide a narrative below that explains how instructional strategies were determined as a need for the identified demographic groups in the building. Cultural needs should also be considered. Provide supporting documentation in the corresponding folder.</i></p>
<p>McCool Junction Public School uses several sources to measure students academic growth: DIBELS Reading scores from 2011-present, NRT Reading and Math Scores, NeSA Reading and Math scores. The DIBELS Next Reading screener is distributed to all students K-6 three times each school year. DIBELS results are given to all teachers and specialists. Teachers and specialists meet once a month to discuss the results. McCool Junction Public School RTI Decision Rules is used determine which students will be progress monitored in reading. The progress monitoring procedure allows teachers to decide if the student is progressing or needs to receive intervention services. McCool Junction Public School will begin using Maps to use as a progress-monitoring tool beginning of the 2015-2016 school year. Starting at the end of the 2014-2015 school year, McCool Junction Public School will hold a data retreat to look at the progress of students throughout the past school year.</p> <p>Evidence:</p> <p>RTI Decision Rules</p> <p>Class DIBELS Next Report Sample</p> <p>DIBELS Progress Monitor Booklet Sample</p> <p>DIBELS Data Analysis</p> <p>Non-Sped/Sped Chart</p> <p>Title/Non-Title Chart</p> <p>Female/Male Chart</p>	
<p><b>2.2</b></p>	<p><i>Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all students, particularly the needs of the low achieving students. Provide supporting documentation in the corresponding folder.</i></p>
<p>We use Treasure Reading and Saxon Math for our core curriculum material. Each class has a 90-minute reading block set in place. The RTI plan has decision rules available in the reading area. MCJ is currently working on creating decision rules for math at this time. The decision rules will help determine the necessary services for the students in need. Information gained from Data Meetings and Coordination days help set up data resources for students. A MTTS process is in progress to help students move to advanced levels of learning if they are below. MTTS meetings are scheduled based on needs. Follow up MTTS meetings are held to update information about students progress. MCJPS offers 12 sessions at 30 minutes each of counseling from Blue Valley Behavioral Health clinic. Doane College sends interns learning to be counselors over once a week for 30 minutes to work with students who meet the qualifications. Parents are also offered the chance to sit in on a counseling meeting with their child and discuss issues. Intervention programs are available from which decisions can be made on how to best serve a student. Some of the programs available include: Sound Partners, Lexia, Sonday, 6 Minute Fluency Solutions, and Triumphs. A goal for next year includes implementing and utilizing MAPS to address individual needs for math and reading in order to master the Nebraska Learning Standards.</p>	

Evidence:

RTI plan

RTI Reading Decisions Rules

Reading Data Day Schedule

Big Brother/Big Sister Letter and Form

Doane Intern Guidance Form

Blue Valley Guidance Form

### 3. Instruction by highly qualified teachers

**3.1** *Please provide a narrative below explaining how all teachers at the building are ESEA qualified. Provide supporting documentation in the corresponding folder.*

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. Approximately 16% of our staff currently holds a master's degree in the area of education.

Evidence:

Letter

Attestation

Staff List with Qualifications

Master's Degree Graph

Professional Development Improvement Dates

**3.2** *Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the building meet the ESEA requirements. Provide supporting documentation in the corresponding folder.*

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.

Mrs. Castens- Bachelors degree

Ms. Courtney- Project Para

Mrs. Farley- Project Para

Mrs. Hall- Project Para

Ms. Hall- Bachelors Degree

Ms. Lambrecht- Associates Degree

Mrs. Miller- Project Para

Mrs. Rea- Project Para

Mrs. Saltzman- Project Para

Mrs. Smith- Project Para

All paraprofessionals have received the training for reading block as well as reading block schedule. Additional opportunities for training techniques are offered throughout the year.

Evidence:

Para-Professional Highly Qualified Information

Reading Block Schedule

Questionnaire Training Technique Sample

#### 4. Strategies to attract highly qualified teachers

*This may also include strategies to retain and support highly qualified teachers*

4.1

*Please provide a narrative below explaining what introductory training is offered to new teachers. Provide supporting documentation in the corresponding folder.*

All new teachers attend orientation training prior to the beginning of the school year. Our local service unit provides effective instructional series for all first year teachers. This is a four-day training in the summer that teaches new strategies and techniques that can be used in the classroom. There is a mentor program in place where each new staff member is paired with a veteran teacher as a mentor. McCool Junction Public School is bringing back instructional rounds. Staff members, including new members, have the opportunity to observe teaching and can regard strategies they could bring into their own classroom. The Blue River Cohort is attended by all teachers and is offered twice during a school year. It offers teachers a chance to connect with other teachers from different schools in the same content areas.

Evidence:

MJPS Mentoring Program Information

New Teacher Induction Information

Signature Page

Blue River Cohort

#### 5. High quality and ongoing professional development

5.1

*Please provide a narrative below explaining how professional development opportunities are tied to standards and needs assessments. Provide supporting documentation in the corresponding folder.*

McCool Junction Public School offers several opportunities for ongoing professional development. Twice a year, all teachers meet for the Blue River Cohort service. This allows time to meet with other teachers from different districts who have the same curriculum area. Teachers are able to share materials and ideas used in their own classrooms. Mini-sessions are held with up-to-date staff development topics. The entire school's staff is offered the chance to participate in book studies. The current book study is based on reading and projects from the book, *Teach Like A Pirate*. Discussions are held on-line through the course of several weeks through the spring. Staff are encouraged to take ideas and implement them into their own classrooms.

McCool Junction is beginning a data retreat the summer of 2015 to discuss ideas and goals to be used for the upcoming school year. Participants include members from McCool Junction School Improvement Team. Also

starting the spring of 2015 school year is late starts to allow staff to meet for two hours to discuss strategies to better enhance their own professional development while also contributing to the overall improvement of the school. Once a month, teachers and specialists meet to discuss RTI. This gives teachers a chance to discuss individual progress and strategies to be incorporated in the classroom.

Evidence:

Blue River Cohort

RTI Schedule and Testing

RTI Meeting w/ April Kelley Agenda

Late Start Dates/Letter

Professional Development Improvement Dates

## 6. Strategies to increase parental involvement

**6.1** *Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

Parents and community members are given multiple opportunities to review, discuss, and change the school-parent compact. The school-parent compact is updated at the Annual Fall Meeting and Schoolwide Title 1 Meeting in the spring. The Annual Fall Meeting for Title 1 is conducted in conjunction with the parent teacher conference in October. The Title 1 Coordinator will be updating information at one of the spring school board meetings in the 2014-2015 school year. Members of the Title 1 Schoolwide Team reviewed information about the school-parent compact. The parents/team decided to keep the school-parent compact the same for the 2014-2015 school year.

Evidence:

Parent Sign-in

Agenda for Annual Fall Meeting

School-Parent Compact

Hoof Print Letter

Title 1 Policy

MCJPS School Improvement Plan

**6.2** *Please provide a narrative below explaining how the building parent involvement policy was developed with parent input. Provide supporting documentation in the corresponding folder.*

There are numerous opportunities for parents, teachers, board, and community members to review the Title 1 Parental Involvement Policy and Procedures. The Annual Fall Meeting for Title 1 is conducted in conjunction with parent-teacher conferences. Information is handed out to parents at the meeting. Information included: Intervention Contact Information, Attestation, Title 1 Parental Involvement Policy and Procedures, Compact, and Data Sources Reference Sheet. This was the best way to receive input from parents. The Title 1 Parental Involvement Policy and Procedures is also reviewed at the schoolwide team meeting in February. Part of the policy involves having meetings at convenient times, including parents in the planning policy, providing information to parents, and allowing parents opportunities to be included in their child's educational decisions. Parents provide



their input on the shared responsibility of the compact.

Evidence:

Agenda for Fall Meeting

Signature Page Fall Meeting

Parental Involvement Policy

Title 1 Parental Involvement Policy and Procedures

Annual Fall Meeting Letter

Agenda for February 5, 2015 Self Review Meeting

Signature Page February 5, 2015 Self Review Meeting

<b>6.3</b>	<i>Please provide a narrative below explaining how, when and where the annual parent meeting is/was held. Provide supporting documentation in the corresponding folder.</i>
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The Fall Annual Meeting is conducted yearly in conjunction with the fall parent-teacher conferences. The meeting is advertised in the district (Hoof Print) paper inviting parents, staff, and guardians to come to the meeting held at McCool Junction Public School. Parents are provided with a packet of information that includes: Compact, Title 1 Parental Involvement Policy and Procedures, and the Data Sources Reference sheet.

Evidence:

Sign-in Sheet

Title 1 Parental Involvement Policy and Procedures

Annual Fall Meeting Letter

Agenda for Fall Meeting

Agenda for February 5, 2015 Self Review Meeting

School Improvement Plan

PEP

Title 1 Compact

Reading Strategies for Parents Handout

## 7. Transition Plan

<b>7.1</b>	<i>Please provide a narrative below explaining the building's transition plan between preschool and kindergarten. (Not required for M.S. or H.S. programs) Supporting documentation may also be placed in the corresponding folder.</i>
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There are several opportunities for contact between preschool and kindergarten with families that will 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. The preschool makes a monthly visit 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 list has come out to determine if anyone received services from them and if so, are eligible for Title 1 services.

Evidence:

Kindergarten Registration/ Roundup Letter

**7.2** *Please provide a narrative below explaining the building's transition plan between grade levels and buildings. Supporting documentation may also be placed in the corresponding folder.*

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. Each grade level (starting at 7<sup>th</sup>) 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 7<sup>th</sup>-8<sup>th</sup>-grade class every year to introduce different career choices. This allows the students to have a broad choice for future plans. Every March, we have College Fairs for our Juniors and Seniors to give in-depth descriptions of future educational choices.

Evidence:

Meet the Teacher Night Description

Tri County Career Fair

**7.3** *Please provide a narrative below explaining the building's orientation plan. Supporting documentation may also be placed in the corresponding folder.*

When new families enter our school district, another student (who will be in the same class) gives the student a personal tour. They are introduced to their classroom teacher(s). If needed, the Spanish teacher translates and/or gives the tour to help communicate and answer questions. The guidance counselor introduces herself to new families touring the school. Each new student is given a planner at no cost that includes the handbook guidelines. A free McCool Junction Mustang t-shirt is given to every student at the beginning/through the school year that is provided by the district.

Evidence:

New Student Checklist

## 8. Teacher participation in assessment decisions

**8.1** *Please provide a narrative below explaining how teachers are involved in analyzing and utilizing assessment data. Supporting documentation may also be placed in the corresponding folder.*

Both administrators and teachers are involved in analyzing data and making educational decisions. Starting the summer of 2015, a K-12 Data Retreat will be held to discuss data collected throughout the school year. Information collected will be shared at the fall opening staff meeting. Information regarding assessment scores and individual assessments are shared with parents and patrons through the MCJ District Newsletter (Hoof Print) and at parent-

teacher conferences. MCJPS uses Dibels assessment to make educational decisions regarding the areas needed for improvement. Individual assessment information is shared at monthly RTI meetings between teachers and special personnel. Each teacher is given a copy of NeSA scores to help develop reading groups. MCJPS will be introducing MAPS testing the following school year to give teachers and resources more information about math and reading scores.

Evidence:

Dibels Data Analysis

School Improvement Plan

NeSA Scores

## 9. Strategies to address areas of need

**9.1**

*Please provide a narrative below explaining how certified staff are used to support implementation of the schoolwide plan. Supporting documentation may also be placed in the corresponding folder.*

All staff members (certified and non-certified), volunteers, high school/college students, and parents are in support of our schoolwide plan, which includes reading and math interventions at McCool Junction Public School. Starting this school year, MCJ has started late-starts to allow staff time to meet and discuss our School Improvement Plan. Our reading interventions are evident in the classroom and with special services. The first part of RTI takes place in the classroom with progress monitoring and first interventions. Staff meets monthly to discuss individual progress to determine when interventions should begin. RTI meetings are also used to determine when to change from classroom interventions to Title 1 services. Teachers discuss problem-shooting ideas at the data meetings. College and high school students are used to do one-on-one interventions with certain students. Paraprofessionals are used to carry out interventions in the classrooms and in pullout interventions when there is a need. Math interventions are based on teacher recommendation. Teachers will meet to discuss if change from classroom interventions to Title 1 services is needed. Currently we are in revision of including MAPS to our assessment data. This will provide a more in-depth look at what students are at a higher risk and need extra interventions for math and reading.

Evidence:

RTI Decision Rules

Late Starts Dates

Dibels Next Benchmark

Progress Monitoring Information

**9.2**

*Please provide a narrative below explaining how extended or increased learning opportunities within or beyond the instructional day are provided. Provide supporting documentation in the corresponding folder.*

The schoolwide plan provides multiple opportunities for student to increase learning time during the school day and beyond. A weekly "downs" list is emailed to teachers allowing them to see who needs extra help. Special personnel do daily pullouts for students in need of reading and math interventions during the school day. Kindergarten and 6<sup>th</sup> grade do a Reading Buddies day once a week for 25-30 minutes. 6<sup>th</sup> graders pick a Kindergartener and read 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 on an invitation basis. It is held 8 days for two weeks. Students are split into three groups and rotated through out 3 hours into each subject area. Approximately fifteen students accessed this opportunity last summer. (Sample Invitation)

Mustang Support Program (MSP)- This program is offered to all students after school for one hour 4 days a week. Students can come in and work on any late, missing, or daily work with an adult present to answer any questions. (MSP description)

Saturday School- This is offered usually once or twice a school year on a Saturday for students behind on work or tardy. Students can come in for 2 hours and work with teachers on different subjects to get caught up.

Evidence:

Summer School Invitation

Mustang Success Program (MSP) Description and Procedures

Kindergarten Buddies Description

## 10. Coordination & integration of Federal, State and local services & programs

<b>10.1</b>	<i>Please provide a narrative below explaining how Title I funds are used to support the schoolwide plan. Supporting documentation may also be placed in the corresponding folder.</i>
<p>McCool Junction Public School has several programs in place to support our reading and math interventions for students and school improvement plan. All staff is involved in the RTI process and collaboration takes place at monthly data meetings and coordination days.</p> <p>Title 1 Interventions- The Title 1 Schoolwide (NCLB) funding is used to pay for 1.0 FTE Title 1 reading and math teacher. The district provides all classroom materials, the classroom, and technology. (Title Budget)</p> <p>IDEA Funding- McCool Junction Public School receives services of a reading coach paid for through CEIS funding. This can be up to 15% of the IDEA funding our district can receive. Our district employs 2.0 FTE special education personnel. MCJPS has eight part/full time paraprofessionals. This funding has been used to purchase programs designed to allow a student to benefit from a given intervention program.</p> <p>ESU 6- One speech language pathologist is in the building three times a week. The services are funded through the local education service unit.</p> <p>REAP- REAP funding is used to purchase up-to-date technology in the building, which in turn helps the math and reading intervention programs. Several math and reading technology programs are in place to help interventions.</p> <p>Evidence:</p> <p>Federal and Local Funding</p>	
<b>10.2</b>	<i>Please provide a narrative below explaining how available Federal, State and local funds and services are coordinated to meet student needs. Supporting documentation may also be placed in the corresponding folder.</i>
<p>McCool Junction Public School uses funding through federal, state and local funds in several different programs to meet student needs.</p>	

Title 1- Reading and math interventions are provided to students based on Dibels assessments and RTI decision rules. Staff collaborates at data meetings monthly. (Title 1 funding)

Head Start- Head Start is contacted at the beginning of a new school year to determine if any incoming kindergarten students were accessing their services. By having a communication basis with Head Start, the staff at MCJPS can prepare to better serve the incoming students. (Federal funding)

Resource/Special Education- Materials for interventions, which have been purchased for use in resource and special education classes, are available to classroom and Title 1 intervention if needed. These decisions are discussed at the monthly data meetings between staff. Resource personnel are included in the monthly data meetings, coordination days, and end of the year meetings. (IDEA Funding (CEIS), REAP (FEDERAL))

Regular Education- Regular education teachers are involved in monthly data meetings and coordination days. Regular classroom teachers are the first to start interventions, which is part of the RTI decision rules. (District Funding)

Guidance- MCJ has a 1.0 FTE guidance counselor in the building. If needed, the guidance counselor will attend coordination days and data meetings to determine the best steps for an at risk student. (District Funding)

Student Assistance Team- MCJ has an active SAT team. We hold several meetings throughout the school year. The team works together for a positive end result for the student. (District Funding, State Funding, CEIS Funding)

SCIP- The SCIP team meets once a month to discuss new ideas for the School Improvement Document. Part of the events that have been put together by the SCIP team include an assembly on bullying, weekly assemblies to discuss with students ways they can keep the school looking nice and using the internet safely. (District Funds, Safety and Security Funds)

Summer School- MCJPS has a summer school that runs 8 days for two weeks during the summer. Part of the material taught is reading, math, and writing. Students are invited to attend. (Local Funding)

Evidence:

Summer School Invitation

<b>10.3</b>	<i>Please provide a narrative below explaining how community resources were considered in developing the schoolwide plan. Supporting documentation may also be placed in the corresponding folder.</i>
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McCool Junction Public School Community Resources include:

Blue River School Cohort- Teachers from different schools in the cohort meet twice a year to discuss ideas and resources.

Head Start- Head Start is contacted once a year to see if any incoming kindergarten students required their services, therefore preparing ahead for any students that may require services at McCool Junction Public School.

Special Education and Speech/Language Programming- These programs coordinate their services through reading data meetings and coordination days, MDT and IEP meetings, and vocational rehabilitation services when needed.

4-H- Students do units on money and budgeting, egg hatching, horticultural, and small animals.

SCIP- The team coordinates with local resources to help students when necessary.

Doane Interns/Guidance- Students from Doane studying to be guidance counselors provide assistance to students when needed or asked.

Blue Valley Behavioral Health- Guidance counselors provide assistance to students for 12 sessions that are 30 minutes long when needed or asked.

Community Preschool- A community preschool is located in the building. This provides partnership and opportunities to provide transitions for preschool to kindergarten.

Backpack Program- Certain students who qualify for additional assistance over the weekend are given backpacks filled with food. The program coordinates with the school to help assist those in need.

Evening of the Stars- The community started a fundraising event that happens once a year. Community businesses from around/surrounding communities donate items to be auctioned off during this event. The money goes towards financing new additions onto the school.

Evidence:

Blue River Cohort

Doane Intern Permission Form

Blue Valley Behavioral Health Form

Evening with the Stars