

Title I Schoolwide Plan

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

To complete text areas click in grey box and type

District Name:	Bridgeport
County Dist. No.:	620063
School Name:	Bridgeport Public Schools
County District School Number:	620063
Building Grade Span Served with Title I-A Funds:	K-6
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:	Chuck Lambert
School Principal Email Address:	clambert@bpsbulldogs.org
School Mailing Address:	800 Q St Bridgeport, Ne 69336
School Phone Number:	308.262.1470
Additional Authorized Contact Person (Optional):	George Schlothauer
Email of Additional Contact Person:	gschlothauer@bpsbulldogs.org
Superintendent Name:	Chuck Lambert
Superintendent Email Address:	clambert@bpsbulldogs.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---	---

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> <u>Gail Beyer</u> <u>Michelle Stevens</u> <u>Julie Nein</u> <u>Jerod Dean</u> <u>George Schlothauer</u> <u>Erin Reynolds</u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u>	<u>Titles of those on Planning Team</u> <u>Administrator Assistant</u> <u>Guidance Counselor</u> <u>6th Grade Teacher</u> <u>Parent</u> <u>Principal</u> <u>Principal</u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u>
--	---

School Information
(As of the last Friday in September)

Enrollment: 251	Average Class Size: 18	Number of Certified Instruction Staff: 25
Race and Ethnicity Percentages		
White: 77 %	Hispanic: 19 %	Asian: 1 %
Black/African American: 2 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: %	Two or More Races: %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 62.4 %	English Learner: 7.66 %	Mobility: 5.81 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS 3-6	
MAPS Growth 3-6	
MAPS Reading Fluency K-3	

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint 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>
<p>The universal screener for our school district is NSCAS Growth and MAPS Reading Fluency. Students are assessed K-6 utilizing this assessment three times per year. Data teams review testing results. Students are grouped in areas of deficiency and placed in evidenced based intervention programs. Intervention blocks are flooded with highly qualified staff including: sped teachers, grade level teachers, ESL instructors, guidance counselors, and highly qualified para educators. Groups are progress monitored and adjusted as students show proficiency.</p> <p>Students in grades K-3 are assessed three times per year using the MAPS Reading Fluency Benchmark test. Students in grades 3-6 are assessed with NSCAS Growth three times per year. After benchmark testing, data teams review and adjust instruction as needed. These meetings take place within two weeks after benchmark testing.</p> <p>The MTSS team uses this data to review current curriculum needs. It was evident from our previous benchmark tests that our ELA curriculum Journeys was not effectively meeting the standards or our student's needs. MTSS team formed a curriculum committee to select an evidence-based curriculum. Bridgeport Public Schools joined ESU 13's high quality teaching and learning year long professional development. This PD walked our committee through the process of identifying and implementing high quality instruction, as well as the evaluation and selection of instructional materials and curriculum centered around the Nebraska standards and instructional shifts. The reading committee will select a curriculum for the 2022-2023 school year. One of the many non-negotiables discussed was teaching with fidelity and the use of formative assessments.</p> <p>Math is also part of our Title I program utilizing the Saxon math curriculum. Students are assessed primarily with NSCAS Growth to justify the need for intervention. This</p>	

year we integrated IXL as our intervention tool with pull out instruction provided. In the 2022-2023 school year a math committee will be formed to select a new math curriculum centered around the Nebraska standards and instructional shifts.

1.2 *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.*

A parent survey is utilized to help our school identify needs. Discussions both formally and informally occur with all stakeholders during parent teacher conferences. These discussions are typically based on facts, and not just opinion. NSCAS/MAP Growth are the instruments that support our discussions when justifying need. Monthly newsletters are provided to parents to inform all stakeholders of our progress toward meeting the demands of new state standards. The annual parent meeting and back to school celebration are platforms for parents and staff to provide input on the needs of our school.

1.3 *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.*

In 2021, our Frameworks visitation identified a need to continue to implement the process of MTSS in a systematic format K-12 to incorporate the following: Danielson Instructional Model, PBiS, District Data Process, APL, Core-Curriculum, and individual problem-solving. Staff and administration utilize professional development days to analyze NSCAS growth data, table of specifications, and state standards to determine if the current curriculum is adequate. We are also currently adopting a new instructional model and teacher evaluation tool to promote professional development within our school district. Our PBiS team has separated K-6 students into six different houses. Staff is divided amongst those houses. Teams compete for the most coins per semester. Students earn incentives based on the number of individual coins earned for good behavior and academic achievement. The team with the most coins gets to go on the Ultimate Field Trip at the end of the semester. Students can also earn coins to purchase books from a book vending machine purchased with Title 1 funds. The MTSS committee during inservice created a behavioral matrix and norms chart to guide expected behavior.

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.*

Staff utilizes MAP Growth data both formally and informally to identify students who are at risk of not meeting state standards. Data retreats are provided and facilitated by administration. Students who are identified "at risk" are placed into Tier II and Tier III interventions. Tier III interventions are provided by the Sped department. Tier II interventions are provided by highly qualified para educators and classroom teachers. Our ELA intervention programs include Soudy Phonics, Heggerty, 95% group, and IXL. Special Education students receive additional pull out services with Special Education instructors. We provide tutoring each morning and after school. Our

intervention program for math is called IXL. These opportunities and programs are communicated to parents at parent teacher conferences and through monthly newsletters. The MTSS team is another proactive measure we take to assist students and to provide additional strategies for student learning.

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>
<p>Currently, our staff participates in a week long pre-service at the beginning of each school year. During pre-service, we utilize specialists to assist us in intervention training. The MTSS and Title I team communicate school-wide goals for the year which drive decisions for additional professional development needed by our staff. We collaborate with ESU 13 to receive updates and training on state standards, tech integration, and social-emotional inservice. Throughout the school year, our staff participates in seven teacher in-service / early out days. Teachers share best practice and utilize formative assessments to drive instruction. As stated previously, our district utilizes MAPS Growth, NSCAS, and MAPS Reading Fluency as primary sources of data to drive instructional decisions and curricular program evaluation. Student performance data is utilized daily.</p>	

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>
<p>The School-Parent Compact was adopted through recommendation from the NCLB monitor visit/NDE recommendation. The School-Parent Compact is included in the student handbook and distributed at the beginning of each school year. The compact is evaluated annually at the Title I Meeting and Title I Back to School Celebration / Parent Night.</p>	
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>
<p>The Title I Parent and Family Engagement Policy was adopted through district policy and recommendations by NDE. This policy is communicated through the student handbook and included in the Title I Back to School Celebration / Parent Night. It is evaluated annually at the Title I Meeting.</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. Provide supporting documentation in the corresponding folder.</i>
<p>At the beginning of the school year, the Title I Team facilitates a Title I Back to School Celebration. Literature about the program is distributed to parents and we include a slide show presentation to further explain the details of our program. Teachers</p>	

welcome students to their new classrooms and are available for further questions about Title I. The Title I team meets quarterly. Meeting minutes and members present are attached in folder 5.3.

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>Students in Bridgeport transition from Head Start ESU 13 or Tiny Tots Pre-School and into Bridgeport Elementary Kindergarten. The next transition occurs from 6th grade to jr. high. The elementary principal coordinates kindergarten registration and kindergarten round up with the local pre-school programs each spring. Also in the spring, the elementary principal collaborates with the jr. high/sr. high counselor to coordinate two opportunities for orientation / planning for students to participate in as they transition to jr. high.</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>Students in Bridgeport transition from Head Start ESU 13 or Tiny Tots Pre-School and into Bridgeport Elementary Kindergarten. The next transition occurs from 6th grade to jr. high. The elementary principal coordinates kindergarten registration and kindergarten round up with the local pre-school programs each spring. Also in the spring, the elementary principal collaborates with the jr. high/sr. high counselor to coordinate two opportunities for orientation / planning for students to participate in as they transition to jr. high. Other offerings include dual credit classes, senior seminar, apply to college day, ASVAB testing, Accuplacer testing, ACT prep and testing, welding class, job shadow, FFA program, home economics class, Education Quest - KnowToGo careers curriculum, sixth grade graduation, and Teammates Mentoring program.</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>Within the school day, Title funds are utilized for additional staff, professional development, and curriculum. We review these decisions frequently to ensure that our students have the best staff and curriculum to meet the individual needs of all students. Beyond the school day, students benefit greatly by our tutoring program which is offered before and after school (5 days per week). We also provide summer school opportunities to all students.</p>	