

Title I Schoolwide Plan

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

*The New Title I Schoolwide Plan is due to the NDE Federal Programs office
by April 1st*

Date of Review:	December 1, 2025
District Name:	Bridgeport
School Name:	Bridgeport Public Schools
County-District-School Number: xx-xxxx-xxx	62-0063
Grades Served with Title I-A Funds: (PK is rarely served)	k-
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:	James Simmons
School Principal Email Address:	jsimmons@bpsbulldogs.org
School Mailing Address:	PO BOx 430, Bridgeprot Ne, 69336
School Phone Number:	308.262.1470
Additional Authorized Contact Person (Optional):	Gail Beyer
Email of Additional Contact Person:	gbeyer@bpsbulldogs.org
Superintendent Name:	George Schlothauer
Superintendent Email Address:	gschlothauer@bpsbulldogs.org

<p align="center"><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center">Lindsey Ellis George Schlothauer James Simmons Erin Reynolds Gail Beyer Michelle Stevens Julie Nein</p> <p align="center">_____ _____ _____ _____ _____</p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"><u>Parent Administrator</u> Administrator Administrator Adminstrator Admin Assistant Guidance Counselor 6th Grade Instructor</p> <p align="center">_____ _____ _____ _____ _____</p>
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 252	Average Class Size: 18	Number of Certified Instruction Staff: 26
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: 0 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 65.4 %	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 Summative 3rd to 8th	ACT 11th
K-3 Reading	
K-2 mClass Dibels	
PRE-ACT 9th to 10th	

Confirm all Instructional Paras are Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

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

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>The district utilizes NSCAS Growth and MAP Growth as universal screeners for students in grades 3–6, administered twice annually. Following each assessment window, data teams analyze results to identify areas of need and assign students to evidence-based intervention programs.</p> <p>Intervention blocks are staffed with highly qualified personnel, including special education teachers, classroom teachers, ESL instructors, guidance counselors, and paraeducators. Student progress is monitored continuously, and groups are adjusted as proficiency increases.</p> <p>Students in grades K–2 complete DIBELS Benchmark assessments three times per year, while those in grades 3–6 complete NSCAS Growth and NWEA MAPS assessments on the same schedule. Data review meetings occur within two weeks of each benchmark period to evaluate results and guide instructional decisions.</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 selected a new curriculum for the 2022-23 school year in junior high/high school and for the 2025-26 school year in elementary. 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. IXL is a supplementary resource purchased to assist students as well.</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.</i></p>
<p>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. A School Improvement review was done last spring involving staff, administration and stakeholders where the school received excellent ratings.</p>	
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i></p>
<p>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, PBI, 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 PBI team has separated K-6 students into six different houses. Staff is divided amongst those houses. Teams compete for the most coins per semester.</p>	

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	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.</i>
2.1	<p>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.</p> <p>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 Sondag 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.</p>

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.</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.</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.</i>

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.	
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.</i>
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 hold an informative meeting.	

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>
Students in Bridgeport transition from Head Start ESU 13 or Little Bridges 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.	
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>
Students in Bridgeport transition from Head Start ESU 13 or Little Bridges 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.	

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>
Within the school day, Title funds are utilized for additional staff, professional development, and curriculum. We review these decisions frequently to ensure 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 (4 days per week). We also provide summer school opportunities to all students.	

7. Consolidation OR Coordination and Integration of Federal, State, or local Funds

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
We do not consolidate funds	