

# 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 Public Schools	
County Dist. No.:	62-0063	
School Name:	Bridgeport Elementary School	
County District School Number:	62-0063-002	
School Grade span:	K-6	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<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:	Troy Malone	
School Principal Email Address:	<a href="mailto:tmalone@bpsbulldogs.org">tmalone@bpsbulldogs.org</a>	
School Mailing Address:	800 Q Street Bridgeport, NE 69336	
School Phone Number:	308-262-5093	
Additional Authorized Contact Person (Optional):	Gail Beyer	
Email of Additional Contact Person:	<a href="mailto:gbeyer@bpsbulldogs.org">gbeyer@bpsbulldogs.org</a>	
Superintendent Name:	Chuck Lambert	
Superintendent Email Address:	<a href="mailto:clambert@bpsbulldogs.org">clambert@bpsbulldogs.org</a>	
Confirm that the Schoolwide Plan will be made 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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Troy Malone</u> <u>Gail Beyer</u> <u>Deanne Bilby</u> <u>Jewel Hoxworth</u> <u>Michael Berry</u> <u>Lauren Faessler</u> <u>Marlana Soto</u> <u>Steph Schmidt</u> <u>Wendy Sanchez</u>  <u>      </u>	<u>Administrator</u> <u>Secretary/Admin. Assistant</u> <u>Title I Instructor</u> <u>ELL Instructor</u> <u>Teacher</u> <u>Parent</u> <u>Parent</u> <u>Parent</u> <u>Parent</u>  <u>      </u>

<b>School Information</b>		
<i>(As of the last Friday in September)</i>		
Enrollment: <b>252</b>	Average Class Size: <b>18</b>	Number of Certified Instruction Staff: <b>21</b>
Race and Ethnicity Percentages		
White: <b>79 %</b>	Hispanic: <b>19%</b>	Asian: <b>1%</b>
Black/African American: <b>1%</b>	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 0%	
Other Demographics Percentages		
Poverty: <b>53FR%</b>	English Learner: <b>7.88%</b>	Mobility: <b>13.69%</b>

<b>Assessments used in the Comprehensive Needs Assessment</b>	
<i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
1-NSCAS	
2-NWEA MAP Growth	
3-DIBELS	

*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**

<b>1.1</b>	<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 instruction. Provide supporting documentation in the corresponding folder.</i></p> <p><b>The universal screener for our school district is DIBELS. Students are assessed K-6 utilizing this assessment 3 times per year. Students that are at risk of falling below grade level are then placed into intervention groups with our Title I teacher. Students in grades 2-6 are assessed using MAP Growth 2 times per year. Students in grades 3-6 are assessed with NSCAS in the Spring (summative). Our ELA curriculum Journeys, provides us with Decoding Power as an intervention. Multiple forms of assessment are embedded within Journeys as well. Math is also part of our Title I program. Students are assessed primarily with MAP Growth and NSCAS to justify need for intervention. This year we integrated SuccessMaker as our intervention tool with pull out instruction provided.</b></p>
<b>1.2</b>	<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><b>A parent survey is utilized to help our school identify need. Discussions both formally and informally occur with all stakeholders during parent teacher conferences. These discussions are typically based off of 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.</b></p>
<b>1.3</b>	<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> <p><b>In 2015, our AdvancED visitation identified a need to improve professional development systems, develop a curriculum evaluation process, and to provide mentorship opportunities for our students. Staff and administration utilize professional development days to analyze MAP growth data and state standards to determine if our 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. The #MyHouse initiative provides mentorship for our students. The #MyHouse initiative came from our professional development opportunities at Ron Clark Academy.</b></p>

## 2. Schoolwide reform strategies

<b>2.1</b>	<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>
<b>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 Title I instructor. Tier II interventions are provided by the classroom teacher. Special Education students receive additional pull out services with Special Education instructors. We provide tutoring each morning and after school. Tutoring services are provided by two instructors and Title I funds support this ongoing effort. Our ELA intervention program is called Decoding Power. Our intervention program for math is called SuccessMaker. These opportunities and programs are communicated to parents at parent teacher conferences and through monthly newsletters. The SAT team is another proactive measure we take to assist students and to provide additional strategies for student learning.</b>	

## 3. Qualifications of instructional paraprofessionals

<b>3.1</b>	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<b>All paraprofessionals take the ParaPro exam after being hired on a probationary period if they do not have a Bachelor’s Degree. All paras receive training throughout the school year in house and through ESU 13 along with attending the Annual Para Conference.</b>	

## 4. High quality and ongoing professional development

<b>4.1</b>	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<b>Currently, our staff participates in a week long pre-service at the beginning of each school year. This year, our school hosted the WNEC Western Nebraska Educators Conference. During pre-service, we also utilize curriculum specialists to assist us in implementing new curriculum. Teachers also are required to submit their professional learning goals for the year. The school improvement team 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 and tech integration. Throughout the school</b>	

year, our staff participates in 7 teacher in-service / early out days. Staff also benefit from “We Plan Wednesday”, which promotes teacher collaboration each week while implementing new curriculum. This is similar to PLC. Teachers share best practice and utilize formative assessments to drive instruction. 95% of our instructional staff has attended Ron Clark Academy as part of their professional development plan. As stated previously, our district utilizes MAP Growth, NSCAS, and Dibels as primary sources of data to drive instructional decisions and curricular program evaluation. Student performance data is utilized daily.

## 5. Strategies to increase parental and family engagement

5.1	<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>
<b>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.</b>	
5.2	<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>
<b>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.</b>	
5.3	<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>
<b>At the beginning of each school year, the Title I Team partners with the PTA to facilitate 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 welcome students to their new classrooms and are available for further question about Title I. The Title I team does meet each year. Meeting minutes and members present are attached in folder 5.3.</b>	

## 6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
<p><b>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 3 days of orientation / planning for students to participate in as they transition to jr. high.</b></p>	
6.2	<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). Provide supporting documentation in the corresponding folder.</i>
<p><b>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 3 days of orientation / planning for students to participate in as they transition to jr. high.</b></p>	

## 7. Strategies to address areas of need

7.1	<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. Provide supporting documentation in the corresponding folder.</i>
<p><b>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. We currently address STEM opportunities by providing Engineering is Elementary. We also have a HAL program. 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 two traditional summer school opportunities and we invite students individually that are below benchmark to summer school interventions with our Title I and ELL instructors.</b></p>	

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

8.1	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
-----	--

**Funds are expended in the area of student achievement in the following areas:**  
**Reading Coach - full-time works with teachers and students on reading intervention opportunities**  
**Curriculum Director - part-time works with staff on programs and curriculum needed**  
**Morning and evening tutoring - available to all students K-12**  
**Updated curriculum - purchased as needed from data research**  
**Parent Involvement such as the student information system and all call along with weekly folders sent home, a monthly newsletter and a weekly student update video**