

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:	Burwell Public Schools
County Dist. No.:	36-0100
School Name:	Burwell Elementary
County District School Number:	03
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:	Kyle Drake
School Principal Email Address:	kyle.drake@burwellpublicschools.com
School Mailing Address:	PO BOX 790 Burwell, NE 68823
School Phone Number:	308-346-4431
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Darrin Max
Superintendent Email Address:	darrin.max@burwellpublicschools.com
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>Titles of those on Planning Team</u>
Kyle Drake Lori White Nancy Jeffres Debi Dawe Randi Jensen Amber Williams	Administrator Reading Specialist Teacher Teacher Parent Parent

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 142	Average Class Size: 20	Number of Certified Instruction Staff: 9
Race and Ethnicity Percentages		
White: 99 %	Hispanic: 0%	Asian: 0%
Black/African American: 1%	American Indian/Alaskan Native: 0 %	
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: 37.1 %	English Learner: 0 %	Mobility: 8.06 %

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

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	<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>Burwell Elementary administers MAP assessments two times a year for grades 3 through 6 in the areas of math, reading, language arts, and science. DIBELS data is also collected three times a year for grades Kindergarten through 6 in the areas of Reading. We collect math data from DIBELS three times per year in grades K-2. Grade level teams meet immediately following the completion of the assessments to analyze the data to provide additional classroom support to meet the needs of all students. The Elementary Problem Solving team also meets on a monthly basis and uses these assessment data to guide instructional decisions for all students.</p> <p>No Documentation Required in folder 1.1.</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. Provide supporting documentation in the corresponding folder.</i></p> <p>Every fall Burwell Public School took a perceptual survey on the school system. The survey was put on the web site for community members to complete, it was distributed to parents at parent-teacher conferences, teachers in each classroom gave the survey to their homeroom students, and it was advertised in the monthly newsletter encouraging patrons to complete it. The surveyed groups included students, teachers, administrators, staff, patrons and parents. They were asked questions regarding purpose, governance, teaching, resources, and continuous improvement.</p> <p>Documentation in folder 1.2: Perceptual Survey Results for the Parents, Students, and Staff (Fall 2020)</p>
1.3	<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>The CIP plan is in place for continued success of our students and staff. Our school-wide academic goal is: Burwell Public Schools will increase the number of students at or above the 50th percentile in reading by 1% each year based upon NWEA MAP data. We are working towards student success by training and using best teaching practices. These are further reinforced and monitored by goal-setting, small group discussion, and formal evaluation. We have also implemented a RTI three-tier model to help identify students in need of further intervention to help improve their reading abilities. This is done by data analysis of MAP data and DIBELS progress monitoring. We also use grouping of students within MAP tier abilities for more focused relevant instruction.</p> <p>Documentation in folder 1.3: Burwell Public Schools CIP Action Plan</p>

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>
<p>All teachers in K-3 have a daily designated block of time for interventions in the afternoon. Our reading specialist meets with teachers to discuss progress monitoring and DIBELS scores frequently. Students needing more intense interventions receive small group or individual instruction in the area of reading. Our elementary building leadership team meets frequently to discuss building processes and individual student problem solving.</p> <p>Documentation in folder 2.1: Reading Specialist’s Schedule Of Instruction And Interventions, MTSS Structure Graphic, Counseling Services, And Elementary Building Leadership & Problem Solving Team Structures.</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. Provide supporting documentation in the corresponding folder.</i>
<p>Professional development opportunities were determined by the continuous improvement plan. Staff are always encouraged to seek out additional professional development and attend as deemed appropriate by administration.</p> <p>Documentation in folder 3.1: ESU 10 Professional Development by Staff (past two years)</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>At the annual Title 1 Parent meeting, parents are given the opportunity to review and revise the parent-student-teacher compact.</p> <p>Documentation in folder 4.1: 20-21 Parent-Student-Teacher Compact</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>At the annual Title 1 Parent meeting, parents are given the opportunity to review and revise the Parent and Family Engagement Policy.</p> <p>Documentation in folder 4.2: Parent and Family Engagement Policy</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>The Title 1 parent meeting is held every August at our Open House. A short meeting is held with parents before open house activities begin to review and/or revise the school-parent-student compact and the Parent and Family Engagement Policy. In 2020, we held a digital presentation of our open house and our title 1 school-parent-student compact as well as our Parent and Family Engagement Policy because of COVID-19.</p>	

Documentation in folder 4.3: Sign-in Sheet From The August 2019 Open House And Parent Meeting, Agenda Of The 2020 Open House And Title 1 Meeting, Title 1 Information Handout.

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>Burwell Public Schools has implemented several activities to assist children in the transition from one level to another. Each spring Kindergarten Round Up is held for incoming kindergarten students and their parents. At this time the children are introduced to the teachers, support staff, and principal. Parents are given necessary paperwork and are also informed of state/local requirements for all kindergartners.</p> <p>Documentation in folder 5.1: Kindergarten Round Up Letter, Kindergarten Round Up Presentation, and Kindergarten Readiness Handout</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>In the fall, an open house was held for all students and parents (K-6). This allows the teachers to meet parents, disseminate information, and to inform both parents and students of the teacher's expectations, teaching styles, and grading policies. In the fall we also have an open house for our 7th graders and new students entering our secondary building. This meeting includes schedules, transitioning, and rules, meeting with the principal, and a personal tour from a fellow student.</p> <p>Documentation in folder 5.2: 7th Grade Orientation Letter and 7th Grade Orientation Agenda</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>Burwell Elementary implements uninterrupted reading and math blocks where teachers, special education staff, and paraprofessionals can be utilized to provide differentiated grouping, blended learning, progress monitoring for at-risk students, and using MAP data to guide instruction. Our library teacher implements technology and STEM activities into her weekly lessons.</p> <p>No documentation required in folder 6.1</p>	