

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 Jr-Sr High
County District School Number:		001
School Grade span:		7-12
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>		<input type="checkbox"/> Yes x No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>		<input type="checkbox"/> Yes x 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 670 Burwell, NE 68823
School Phone Number:		308-346-4150
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.		x Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.		x 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 Paige Brewster Kevin Carson Michele Archibeque Megan Helberg Adam Stolzer Garrett Mann Mason Plock		Administrator Reading Interventions Math Interventions Parent English Teacher Math Teacher Parent Student Representative	
School Information <i>(As of the last Friday in September)</i>			
Enrollment: 146	Average Class Size: 12	Number of Certified Instruction Staff: 20	
Race and Ethnicity Percentages			
White: 96 %	Hispanic: 3%	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: 44 %	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	
MAP	
ACT	

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 Jr-Sr High administers MAP assessments two times a year for grades 7 through 10 in the areas of math, reading, language arts, and science. Learning 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 Jr-Sr High Problem Solving team also meets on a weekly basis and uses this 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 Schools offer 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 Jr-Sr High 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>Students that are at risk as identified by their MAP scores or other areas are tracked for progress monitoring. FAME, developed by Boys Town, is the reading intervention that is used and is focused at the 7th and 8th grade levels. ALEKS is the math intervention that is used and is also focused at the 7th and 8th grade levels. Students are identified as at risk through the use of their Fall and Spring MAP scores. Using MAP data percentiles, 9th through 12th grade students are identified in the following at risk groups. 0 to 24th percentile are high needs students that are then monitored and 25th to 49th percentile are medium risk students that are also monitored. Our building leadership team meets frequently to discuss building processes and individual student problem solving. They focus on: MAP score, grades, attendance, log entries/office referrals, social-emotional referrals, suspensions and teacher/parent recommendation. They gather these risk factors and identify the most at risk students to provide them assistance. Each quarter this is reviewed and updated.</p> <p>Documentation in folder 2.1: MTSS Structure Graphic, Counseling Services, Secondary Building Leadership & Problem Solving Team Structures, Student Data-Decision Rules, ALEKS Math Information, and FAME Reading Information.</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 and are 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 orientation. A short meeting is held with parents while students are touring the building 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 orientation and our title 1 school-parent-student compact as well as our Parent and Family Engagement Policy due of COVID-19.</p> <p>Documentation in folder 4.3: Sign-in Sheet From The August 2020 Orientation And Title 1 Meeting, Agenda Of The 2020 Open House And Title 1 Meeting, Title 1 Information Handout.</p>	

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 fall 7th grade and new student orientation is held for incoming 7th grade students and their parents. At this time the students are introduced to the teachers, support staff, and principal. Parents are given necessary paperwork and are also informed of state/local requirements for all 7th grade/high school students.</p> <p>Documentation in folder 5.1: 7th Grade Orientation Letter and 7th Grade Orientation Agenda</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>Multiple campus visits are scheduled through the guidance counselor. These visits include both 2 year and 4 year programs. Recruiters are invited to the school to meet with students one on one. In the spring Burwell Jr-Sr High School also invites local community members and businesses into our building to conduct a Life Camp.</p> <p>Documentation in folder 5.2: Life Camp Flier, Life Camp Schedule, and Grant Information for Career Development</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>The schoolwide plan includes the use of two interventions, FAME for reading and ALEKS for math. These classes will be built into the identified student's schedules, treated as electives, and taught by certificated staff members. The title I funds that we receive is used for part of the salaries of these teachers. The increased learning opportunities will be accomplished through the interventions being built into the student's schedules. Early intervention is the goal as these classes will be focused on the 7th and 8th grade students. Outside of the instructional day there is an additional time period of 30 minutes called ENCORE at the end of the day. During this time the students have access to all their teachers for additional assistance.</p> <p>No documentation required in folder 6.1</p>	

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