

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:	Rock County Public Schools
County Dist. No.:	75-0100
School Name:	Bassett Grade School
County District School Number:	75-0100-0006
School Grade span:	K-6
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input 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:	Steven Camp
School Principal Email Address:	scamp@rockcountyschools.org
School Mailing Address:	East Hwy 20 Box 448 Bassett, NE 68714
School Phone Number:	402-684-3411 or 402-684-3855
Additional Authorized Contact Person (Optional):	Kristie Camp
Email of Additional Contact Person:	kcamp@rockcountyschools.org
Superintendent Name:	Thomas Becker
Superintendent Email Address:	tbecker@rockcountyschools.org
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

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Kristy Pospichal</u> <u>Tom Becker</u> <u>Steve Camp</u> <u>Kristie Camp</u> <u>Nicki Ebert</u> <u>Tami Cosgrove</u> <u>Debbie Seberger</u> <u>Ashley Leonard</u> <u>Ev Armstrong</u> <u> </u> <u> </u> <u> </u>	<u>Parent</u> <u>Superintendent</u> <u>Principal</u> <u>Title 1 teacher</u> <u>teacher/parent</u> <u>Teacher</u> <u>Teacher</u> <u>Parent/secretary</u> <u>Community Member</u> <u> </u> <u> </u> <u> </u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 111	Average Class Size: 16	Number of Certified Instruction Staff: 12
Race and Ethnicity Percentages		
White: 95 %	Hispanic: 4 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: %	Two or More Races: 1 %	
Other Demographics Percentages		
Poverty: 50 %	English Learner: 0 %	Mobility: 0 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NeSa	Local Assessments
MAP	
Title 1 Annual matrix scores	

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	<i>Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
Information from the Nebraska Department of Educations' State of the Schools report is used to analyze instruction and improvement efforts.	

Rock County Public Schools administer the NeSa tests in the Spring to grades 3-6 each school year. The Norm-Referenced test (MAPS) is also given in the Fall and Spring each year to grades K-6. MAPS Scores, NeSa test results, (broken down into subgroups such as ethnicity, free/reduced, Special Education, male/female, mobility, ethnicity and attendance.) Data from these tests are included in the folder. We are very small district, therefore we do not have ELL status. There is also a list of personnel and their professional development opportunities that aid in desegregating data and help us plan new strategies to be used with students.

1.2 *Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.*

The Schoolwide Planning team/Review Committee was formed at the beginning of the school year. As Title I questions came up the Title I teacher contacted the members for input. At various times different members got together to make decisions, to update, or to make changes. A list of items addressed is in the folder. There are a total of eight members included on the planning team. The team includes the superintendent, principal, teachers, a paraprofessional, a parent, and a community member. An agenda for the team, the minutes of items discussed, and signatures of those on the team are included in this folder. A survey of parents, staff, and students was put together in the fall of 2016. The surveys were developed by the school improvement committee with the the help from ESU 17 in coordination with the Nebraska Department of Education. The parent survey was made available on-line for parents to fill out during parent teacher conferences in October of 2016. Parents were encouraged to fill the survey out before leaving the building. The staff survey was completed during a late start inservice and the student survey was given to students on the computer or i-pad by homeroom teachers. The results were then tabulated and discussed at a late start staff meeting later in the year. Results are included in the folder.

1.3 *Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.*

The School Improvement plan is in the beginning stages of the new cycle. In February of 2017 a new goal dealing with reading comprehension was decided on. For the remainder of the year, we looked at different areas to narrow this down. In the spring, a the new goal was set. The Rock County Schools, school improvement goal is: All Rock County Public Schools' students will improve their critical reading skills. That action plan was

divided into 4 areas: PK-1, 2-4, 5-8, 9-12. Included in the folder are the three that apply to our building. They include the action plan and performance goals with supporting data.

2. Schoolwide reform strategies

2.1

Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.

Each spring the Title I teacher completes a four-part matrix for every student in the school. Samplers are included in this folder. The four parts are: teacher survey, 3rd quarter report card score, standardized achievement score (MAP test) and their most recent unit test score. These are done for both math and reading. The results are tabulated with each area being worth a maximum of five points. Students receiving 15 points or lower are identified as being on a “watch list”. Homeroom teachers are advised of these lower scores. The Title I teacher is watchful of their progress and communicates frequently with teachers on all students but particularly those with lower scores. Each fall and spring we will evaluate whether those students have improved on their standardized test. A sample page of test results is included with names removed. Students failing to make progress on standards are referred to the Student Assistance Team. The team members observe the student a number of times in different subject areas. The team then meets with the homeroom teacher and a plan is decided upon to best help the child. The SAT form is also included in this folder. Also, we have a summer program for two weeks every year. It is called BEEP (Bassett Educational Enrichment Program). We have over 60% of the Pre-K through 5th grade students that attend. A BEEP folder is included that gives the information sent to parents this past year.

3. Qualifications of instructional paraprofessionals

3.1

Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.

We have four qualified paraprofessionals in our building. The district staff report from NSSRS is in this folder. Our paraprofessionals are included in

meetings and some in-services. A fifth paraprofessional was added after Christmas because of the increased enrollment of preschool students. She is currently working on the qualifications of a paraprofessional.

4. High quality and ongoing professional development

4.1 *Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.*

Certified Employee Professional Development policy 409.1 states the importance of continued development of our teachers. Information in this folder includes our board policy on professional development, our school improvement goal including the inservice dates and agendas, and a list of professional growth activities for teachers to improve instruction and use of data from academic standards. Also included is the Mentor log and questions that are provided for first year teachers and their mentors.

5. Strategies to increase parental and family engagement

5.1 *Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

The school's parent, student, teacher compact was developed using the Nebraska Department of Education guidelines and requirements along with the input from the Title I advisory committee and parents. The compact is reviewed and revised annually by the advisory committee and by the parents at the annual parent meeting. The current compact was rewritten in 2017. The compacts are sent out to each family at the beginning of each school year. They are signed and returned. They are kept on file in the Title I room at BGS. Conferences are held at least twice a year and parents are invited to visit with the title teacher about the program and their child. The letters to parents are included in the folder.

5.2 *Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.*

Included in this folder is the Parent Involvement Policy for Bassett Grade School. The policy for Principles and Objectives for Community Relations is also included. (1005.02, 1005.03, 1005.04, 1005.05, and 1005.6) The Parent Involvement Policy was updated this year with input from the schoolwide planning committee and reviewed at the Parent advisory

meeting. Parents always are kept up-to-date on school happenings at: The Rock County Schools web page and the Bassett Grade School Web page. Also included are minutes, newspaper articles, and a sign in sheet from the parent advisory meeting and agenda and minutes from the Schoolwide planning committee report.

5.3

Please provide a narrative below explaining how, when and where 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.

The annual parent meeting was held during parent-teacher conferences in February. Invitations were sent to all parents. The invitation was on the school website, in the local newspaper and posted at the school office. Parents were encouraged to stop by the Title I room and visit with the Title I teacher. The policy and the compact were available for parents to view and make suggestions for change. The school improvement goal is: All Rock County Public School students will improve their critical thinking skills. One action plan is to use "Close Reading" to improve critical thinking. The title I teacher had several handouts available for parents with strategies to improve student success with close reading strategies. Agenda and sign-in sheet are also included in the folder. Parents are a vital part of their child's education. Parents have many opportunities to come to school and be involved with their child. Pictures of some activities are included in the folder.

6. Transition Plan

6.1

Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.

Rock County Public Schools started a preschool in the school system this year (2017-2018) The preschool is across the hall from the kindergarten room. Starting in February, the preschool started visiting the kindergarten room once every two weeks. The activities stress working together, listening, and sitting quietly. A transition plan has also been implemented between kindergarten and the community preschool. The community preschool visits BGS at least one time during the spring semester. They are paired with kindergarten students, listen to stories, participate in activity centers, and are involved in cooperative play on the playground. Examples of activities between Kindergarten and preschool are included. Kindergarten Roundup is also held each spring. Parents receive an information packet of materials. There are speakers for the parents while

<p>the students visit the classroom. The speakers are: the superintendent, principal, kindergarten teacher, secretary, school nurse, and the school librarian. I have included the packet of information handed out.</p>	
6.2	<p><i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i></p>
<p>RCPS has an advisor program in place to aid in student's transition from the elementary school to the upper level building. Ten teachers serve as advisors for eight to ten students each. Those students and teacher advisors will continue throughout the student's high school years. Included in this folder is a list of adviser questions for registration night, plus the cover and first page of the graduation requirement book. Activities are planned throughout the year that bring Junior high/high school students to the grade school to help keep that communication open and therefore the transition between buildings smooth. The elementary school has one section of students per grade level. Teachers often do activities with the different grade levels. This helps the students to get familiar with each teacher in the building. Activities include: FFA leadership program, 100th Day School Activities, field trips, buddy reading, Battle of the Books, Read Across America Day and others depending on the year. Pictures are included in the folder.</p>	
6.3	<p><i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i></p>
<p>Not Applicable</p>	
6.4	<p><i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i></p>
<p>Not applicable</p>	

7. Strategies to address areas of need

7.1	<p><i>Please provide a narrative below explaining 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>
<p>The Title I plan allows for a student pull out program. These are done either individually or in small groups for those that need additional assistance in Math and or Reading. A speech therapist, occupational therapist, physical therapist, and the school psychologist are contracted through the ESU. The speech therapist is in the building three days a</p>	

week, the occupational therapist comes one afternoon a week, the physical therapist, and the school psychologist are available as needed. A deaf/hard of hearing specialist and a vision therapist are also available for consultation and referral as needed.

The Accelerated Reading program gives our students opportunities to read alone, with other students, parents, and teachers. There are incentives provided to students who meet the goals that are set. Many of the incentives are donated by local businesses and parents.

We had over 60 out of 100 K-6th students sign up for our two-week summer school classes this past year. The summer classes are called BEEP. (Bassett Educational Enrichment Program). There were six certified teachers contracted to teach in lower, middle, and upper grade sections, music, and spanish. An aide was available for the different sections as needed. The Bassett Arts Council also provided reading enrichment activities several times throughout the two weeks for each grade level.

Once a month bake sales are sponsored by individual classes to give them real life responsibility with making change. The money was used this past year to bring up the Edgerton Explorit Center's mobile planetarium. The planetarium was at BGS the week before the total eclipse. This year the money was used to bring an inspirational magician to the grade school.

Throughout the school year, the science teacher provides work sessions before tests. There are also opportunities for students to come early or stay after school to take AR tests. Most teachers are at school 30 minutes before the school day begins and remain 30 minutes after the school day and are available for student help.

Other learning opportunities include: Veterans Day, Spelling Contest, Dental Sealent Program, visiting the Long Term Care, NCYAC (North Central Youth Athletic Club), Public Library Preschool Hour, Boy Scouts, Girl Scouts, 4-H Clubs, Fire Provention Week, Rocktoberfest, and others. Pictures and news articles ae included in th folder.

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

8.1

Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.

At Bassett Grade School, all Federal funds for Title I monies are allocated

to the salary of the Title I teacher. All other funds used are from the general fund. BGS uses early intervention utilizing the Student Assistant Team (SAT) for observations and recommendations. The SAT team is composed of teachers and administrative personnel. The team uses MAPS assessment, NeSa results, and classroom grades/teacher input data in the formulation of the recommendation. The recommendations are forwarded to appropriate Title I or Special Education personnel for further review, and if appropriate, testing. Early intervention is an important step taken to afford the student time with extra assistance to continue to work at or close to grade level.