

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:	Dorchester Public School
County Dist. No.:	76-0044
School Name:	Dorchester Elementary
County District School Number:	76-0044-002
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 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:	Mr. Jake Wiese
School Principal Email Address:	jake.wiese@dorchesterschool.org
School Mailing Address:	506 West 9th St. P.O. Box 7 Dorchester, NE. 68343
School Phone Number:	402.946.2781
Additional Authorized Contact Person (Optional):	Karma Ridpath
Email of Additional Contact Person:	karma.ridpath@dorchesterschool.lorg
Superintendent Name:	Mr. Daryl Schrunk
Superintendent Email Address:	daryl.schrunk@dorchesterschool.org
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>
Amanda Cerny Jake Wiese Daryl Schrunk Karma Ridpath Corey Bird Robin Musil Theresa Johnson Rachel Weakland Heidi Farmer Brian Rut Brenda Nerud Brent Zoubek	<u>Parent Administrator</u> Superintendent Title I Teacher/MTSS Interventionist EL Teacher Resource Teacher/School Improvement SpLa Pathologist MTSS Consultant Elementary Math Teacher/School Impr. 3rd Grade Teacher/School Impr. Parent

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 121	Average Class Size: 17.3	Number of Certified Instruction Staff: 19
Race and Ethnicity Percentages		
White: 70 %	Hispanic: 29 %	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: 50 %	English Learner: 17 %	Mobility: 0 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS Reading - gr. 3-6	NSCAS Math - gr. 3-6
MAP Growth Reading - gr. 2-6	MAP Growth Math - gr. K-5
MAP Reading Fluency - gr. K-3	
Wonders Classroom Assessments - gr. K-6	

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 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>Dorchester Public School is a district that utilizes a variety of data pieces as well as team collaboration opportunities to make decisions which identify the needs of all students. We address the learning needs of students who are at risk as well as those who need to be challenged. The district uses data to plan and adjust curriculum, purchase core instructional materials, set up intervention opportunities, and investigate professional development. The school uses a systematic (scheduled) approach to utilize data across all levels in reading and math.</p> <p>The Dorchester Public School School Improvement Team typically meets throughout the school year as well as at a year-end SIP Data Retreat in May. (1.1 May 2019 School Improvement Agenda.pdf). Due to COVID, we were not able to have our May 2020 data retreat, therefore we have had longer conversations during the 2020-2021 school year. (1.1 2020-21 Planning Document.pdf) It is through this team where all data for our K-12 district is reviewed from year to year. As a team, ideas are shared regarding the update of our DPS Continuous School Improvement Plan as well as initiatives we need to consider in order to increase the learning of all students. We have invited educational service unit professional development personnel in to meet with us at times, if we have a need for assistance with data or for guiding discussions. At this time and based on data gathered through this team, we are focusing on math and reading skills for all of our students. We annually update a DPS Data Placemat (1.1 DPS Elementary Reading Data Placemat.pdf; 1.1 DPS Elementary Math Data Placemat.pdf) that gives us a longitudinal view of the progress of our students in reading and math. At our retreat in May, we also disaggregate data within subgroups. (1.1 EL and Average Dorchester Public School Reading Proficiency.pdf; 1.1 EL and Average Dorchester Public School Math Proficiency.pdf; 1.1 SES and Average Dorchester Public School Reading Proficiency.pdf; 1.1 SPED and Average Dorchester Public School Reading Proficiency.pdf; 1.1 SPED and Average Dorchester Public School Math Proficiency.pdf; 1.1 SPED and Average Dorchester Public School Reading Proficiency.pdf; 1.1 SPED and Average Dorchester Public School Math Proficiency.pdf). Finally, a link is provided on our Dorchester Public School Web Site so all are able to access our Dorchester Public School Report Card on the Nebraska Department of Education Web Site. (1.1 Link to DPS Report Card)</p> <p>The information from the DPS School Improvement Team Retreat has been used to create the professional development opportunities for the entire staff during the school year. Keeping in mind that through information from the retreat as well as other initiatives determined by administration, all staff is provided at minimum 2.5 hours of professional development each month within the district through an early release day. Training has been provided through these opportunities regarding the information provided by MAP and NSCAS assessments. At times, staff from our local educational service unit will present. (1.1 PD Agendas 19-20.pdf; 1.1 PD Agendas 20-21.pdf) The district also shares the monthly training opportunities through our local educational service unit and encourages teachers to register for these offerings. (1.1 ESU 6 FOCUS Flyer.pdf)</p>	

Our entire elementary staff is provided two additional professional development opportunities to look at data in order to inform curriculum, instruction, and assessment decisions. In the fall, we host a MTSS Professional Development Day where we look specifically at our reading data and any new MTSS information that needs to be made available to staff. In May, we host an Elementary Data Retreat. We spend most of our time looking at our end of the year reading data, however also touch on our end of the year math data. (1.1 May Data Retreat Agenda 5.22.19.pdf; 1.1 DPS K-6 PD MTSS Data Day Fall 2020.pdf)

We do have an active MTSS Leadership Team that meets monthly to discuss questions or new information that is being made available in relation to math, reading, and social emotional learning. A representative from our local educational service unit leads these monthly meetings specifically for our district which are being provided through Zoom at this time. (1.1 2020-21 DPS MTSS Leadership Team Agendas.pdf)

During the school year, all staff as well as special service teachers are involved in DPS Data Meetings as well as DPS Coordination Day meetings. We are able to bring in floating subs so that we can devote full days looking at specific student data and plan for individualized instruction. During our data meetings, we specifically look at elementary math and reading data and how we are serving students. It is during these meetings that we look at current intervention information as well as current classroom assessment information. We may make adjustments to intervention groups as well as consider changes to interventions. During our coordination day meetings, we focus more on Pre K-12 students who receive a special service. It is during these meetings that we look at programming for students and their progress on IEP, EL, or SAT goals as well as any at risk student conversations. During a typical year, we have DPS Data Meetings monthly and DPS Coordination Day meetings quarterly, however during the 2019-2020 school year, we did utilize technology (Zoom and Google) to combine some of our conversations due to COVID. During the 2020-2021 school year, we have not held as many meetings face-to-face due to keeping social distancing in mind as well as noting sub availability. It has also been very important to stay in our regular teaching routine now that we are all back in the building with students. We have gathered our 2020-2021 information electronically through google docs where all can contribute as well as a minimal number of face-to-face conversations. (1.1 Coordination Day Agenda.pdf; 1.1 Data Meeting Agenda 9.16.20.pdf)

In summary, we have several layers of professional development opportunities as well as conversations in our district to analyze data in order to plan curriculum, plan instruction, and utilize data to make good assessment and instructional decisions.

Evidence:

1.1 May 2019 School Improvement Agenda.pdf - This is an example of our agenda as well as the conversations which took place in May of 2019. Please note the math and reading data conversation on the agenda on page 2 which has been highlighted in pink. Unfortunately, we were not able to hold our annual retreat due to COVID in May of 2020. In place of the May meeting, we were able to hold longer meetings during the school year beginning in the fall of 2020.

1.1 2020-21 Planning Document.pdf - This is the running record of our school improvement team conversations which started again in the fall of 2020 after we were not able to hold our May 2020 data retreat.

1.1 DPS Elementary Reading Data Placemat.pdf; 1.1 DPS Elementary Math Data Placemat.pdf - These charts are annually created/updated during our DPS School Improvement Retreat in order to look at longitudinal data for our district.

1.1 EL and Average Dorchester Public School Reading Proficiency.pdf; 1.1 EL and Average Dorchester Public School Math Proficiency.pdf; 1.1 SES and Average Dorchester Public School Reading Proficiency.pdf; 1.1 SES and Average Dorchester Public School Math Proficiency.pdf; 1.1 SPED and Average Dorchester Public School

Reading Proficiency.pdf; 1.1 SPED and Average Dorchester Public School Math Proficiency.pdf; 1.1 SPED and Average Dorchester Public School Reading Proficiency.pdf - These are examples of how we disaggregate our data within our DPS School Improvement Team conversations.

1.1 Link to DPS Report Card.pdf - We have a link to the DPS Report Card on the Nebraska Department of Education's Web Site. It is important to consider the information that is contained on this site during our retreat.

1.1 DPS PD Plan 19-20.pdf; 1.1 DPS PD Plan 20-21.pdf - These are the documents used by administration to plan the professional development as determined from our needs assessment during our data retreat. Please note the many instances of providing opportunities to look at data and also the trainings provided for some of our disaggregated data groups - poverty, ELL, etc.

1.1 DPS PD Agendas 19-20.pdf; 1.1 DPS PD Agendas 20-21.pdf - Agendas provided to staff for professional development trainings. Please note trainings by Anne Hubbell from NDE regarding EL and spring survey results discussion.

1.1 ESU 6 FOCUS Flyer.pdf - Please note the current offerings through our local educational service unit. There is a session on MAP Growth and setting goals as well as a session on students making progress with MAP Growth. Our staff is always encouraged to access these trainings.

1.1 1.1 May Data Retreat Agenda 5.22.19.pdf; 1.1 DPS K-6 PD Data Day Fall 2020.pdf - We were not able to hold our annual data retreat in May due to COVID, therefore the agenda from 2019 is being included. A May Data Retreat is on the school calendar for May 2021. Please note the conversations revolving around data from MAP on the May 2019 agenda. A DPS Intervention Inventory was on the agenda for our Fall 2020 meeting.

1.1 2020-21 DPS MTSS Leadership Team Agendas.pdf - The leadership team completes monthly conversations regarding new information with MTSS and what needs to be adjusted within our plan at DPS.

1.1 Coordination Day Agenda.pdf; 1.1 Data Meeting Agenda 9.16.20.pdf - These are examples of our agendas from a DPS Coordination Day and DPS Data Day. Please note they contain a schedule as well as topics for discussion.

1.2

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.

Parent, student, and staff input is gathered routinely in order to identify the needs of the school. Depending upon where the district is in the school improvement cycle, surveys are administered as scheduled by the school improvement team. When data shows a need, additional surveys may be added to the schedule which address areas of concern. Some surveys are completed utilizing technology, whereas others may be completed in a paper/pencil or interview fashion. The following pieces of evidence show the types of surveys that have been utilized at Dorchester Public School since our last Title I Peer Review in the spring of 2018.

Evidence:

1.2 Intervention/Title I Spring 2021 Parent Survey.pdf - This survey is conducted annually and is typically completed as a paper/pencil survey. In February, it was sent home prior to parent teacher conferences with the idea that families would then bring the completed survey back when they come for conferences. We received 10 responses out of 43 surveys that were distributed in English and Spanish. Information gained from administering this survey will help us plan our summer program.

1.2 DPS Parent Survey.pdf - This parent survey was made available to all parents in the district at parent teacher conferences in the fall of 2018. This survey is conducted approximately every three years. It was conducted electronically and there were 17 responses from parents who have students in grades K-12. The results were reviewed at our May 2018 School Improvement Data Retreat. Strengths noted are small classes, communication, and family atmosphere. Suggested improvements include less homework and relationships with all student.

1.2 Parent:Guardian Home-Based Learning Survey.pdf - This parent/guardian survey was made available to all in the district in May 2020 at the end of our home learning time period due to COVID. The Nebraska Association of School Boards made it available electronically to parents. There were 62 responses to the survey covering a span of grades Pre K-12. These results were reviewed by the entire staff upon their return to school in the fall of 2020. The additional comments in this survey were the most interesting as this was the district's first experience with remote learning. Takeaways include looking at the equity of classes and homework expectations as well as online interaction with staff and ability to connect electronically.

1.2 DPS Staff COVID Survey.pdf - This teacher home-based learning survey was completed electronically in May of 2020 with the Nebraska Association of School Boards. Teachers were surveyed to gather information regarding remote learning. There were 21 responses. Takeaways from this survey included technology resources both for staff as well as families, equity in responsibility for staff members and expectations for remote learning, and support for administration and how staff was positively supported.

1.2 Student Interview Survey 10.18.pdf - This interview survey was completed in the fall of 2018. DPS has a goal of completing one of these experiences every three years. A representative from our local educational service unit came to the building and completed interviews with students in the following grades: 4,5, and 6; 7 and 8; 9 and 10; and finally grades 11 and 12. Students were chosen from a variety of sub-groups so all perspectives could be considered. Overall, the responses were quite positive however there were some wishes expressed such as differentiation for advanced student and consistency in instructional models. Students did express they believe their teachers are supportive of them and their learning.

1.2 Classroom Perceptual Data Spring 2020.pdf - Classroom teachers are encouraged to have their students complete a classroom survey one time per school year. Classroom surveys vary from paper/pencil to electronic surveys. This year, a paper/pencil survey was completed within special services.

1.3 *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.*

Dorchester Public School completed their school improvement external visit in the fall of 2016. After that visit, determination was made that we continue to have two goals in our plan relating to reading comprehension and math computation. The two goals lend themselves to connect with the Title I math and Title I WIN (What I Need) reading intervention programs that are in place in the district. All classrooms are focused on improving reading comprehension and math computation skills. The DPS Continuous School Improvement Plan is revisited annually and adjusted to meet the needs of learners based on data gathered during each school year. This plan was last revisited in the fall of 2020 rather than in May of 2020 due to not being in the school building during COVID. Many of the reading and math resources are used in intervention groups as well as by classroom teachers when there is a need. Trainings are provided which clearly focus on the math and reading academic areas. The strategies, initiatives, professional development, resources, timeline, and people responsible are clearly stated in the plan and align with interventions and regular ed instruction. The DPS Continuous School Improvement Plan is included as evidence as are other documents. There is a strong representation of special service staff on the school improvement team.

Evidence:

1.3 School Improvement Plan 20-21.pdf - The DPS School Improvement Plan is updated annually by the DPS School Improvement Team.

1.3 DPS Web Site Link to Plan.pdf - The most updated version, as well as previous versions, of the DPS Continuous School Improvement Plan is located on the district web site so it is accessible to district parents, patrons, and staff.

1.3 Lookback Strategy.pdf - The "Lookback Strategy" has been developed through the special education DPS TIP Plan. It has been shared with all classroom teachers and posted in classrooms. This is an example of a strategy which may be added to our school improvement document at our next retreat.

1.3 DPS Elementary Reading Strategies.pdf - This document was created during our fall 20-21 MTSS Data Meeting Day. It contains strategies which should be considered when teaching elementary reading in all of our classrooms. Each classroom received a laminated reference copy. Again, this document may be considered for addition to our school improvement plan at our next retreat.

1.3 DPS Intervention Inventory.pdf - The MTSS Team is in the process of creating a document that lists all of our current reading/language arts interventions. It contains specific information about each intervention as well as fidelity check links. This is a work in progress and we hope to have it ready to be considered as an addition to the DPS Continuous School Improvement Plan at our May 2021 retreat.

1.3 Curriculum Development Cycle.pdf - Curriculum alignment and the adoption of new materials is addressed in the DPS Continuous School Improvement Plan. This Curriculum Development Cycle document is an organizational tool to keep that process on track.

1.3 DPS Annual Report - JAN 2021.pdf - Each January, a copy of the DPS Annual Report is linked to the Dorchester Public School Home Page. The report contains information related to our school improvement plan as it lists the mission, vision, and goals. It also references MAP and NSCAS data as well historical and current demographic information. Parents, patrons, and staff of the district are able to access this information.

2. Schoolwide reform strategies

2.1

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.

At Dorchester Public School, many initiatives are in place to address the support of all members of our student body. These initiatives address needs ranging from academic to social emotional needs. The district is not only supporting students who are at risk of not meeting academic standards, but also students who would benefit from challenging academic opportunities. The following is a list of evidence for these initiatives.

Evidence:

2.1 DPS Reading Individual Student Decision Rules File - Individual student decision rules for reading assistance have been developed for each grade from kindergarten through sixth grade. These guidelines have been implemented to determine who is at greatest need to receive reading assistance through our Schoolwide Title I Reading Program. Services are provided during WIN (What I Need) Time on a daily basis.

2.1 2020-21 Elementary Schedule.pdf - All students in grades K-6 receive reading instruction during a 90 minute reading block. Each grade level receives approximately 45 minutes of whole group reading instruction and also three rotations of approximately 15 minutes of small group reading instruction on a daily basis. An additional adult is available in each classroom during small group reading instruction to also assist with instruction. Please note in our current elementary schedule, we have also set aside at least 25 minutes per day for each grade level from kindergarten through 6th grade to have WIN (What I Need) Time for their Title I reading intervention. During this time, students who are at greatest need leave the regular classroom to receive reading interventions which have been determined by using their MAP, NSCAS, and Wonders classroom reading data to inform the intervention decision. Students who are not at risk with reading skills, remain in the classroom and complete enrichment activities to allow them the opportunity to stretch their reading skills. This schedule was started in the 2019-2020 school year. An additional interventionist position was added at district expense to help with providing the needed reading intervention opportunities for students. With the addition of this position, at minimum, two WIN groups leave each classroom at the assigned time for reading interventions so all are receiving "what they need" to improve reading skills.

2.1 Title I Math RTI Decision Rules (2020-2021).pdf - Title I math services are provided utilizing these math decision rules. At this time, we provide three sessions of approximately 20 minutes per week for each student in Title I math. Three staff members are able to schedule time in their schedules to provide these services. Based on our math performance data after COVID, we will be revisiting how we can provide more intense intervention time for students for the upcoming school year. After staff members participated in Launch Nebraska opportunities, the district realized we may need to have further math intervention conversations.

2.1 Admin Meeting Routine.pdf - On a weekly basis, representatives from various programs meet with the superintendent and principal in order to plan for upcoming events, brainstorm how to move ahead with new initiatives, or problem solve. This helps keep the lines of communication open and keep programs moving forward.

2.1 SAT-Parent Input Form (9.2020).pdf - Dorchester Public School has a very active SAT team as well as updated paperwork to guide us through the SAT process. The Parent Input Form is the initial step in our SAT process. Please note this form is available both in English and Spanish in order to meet the needs of our families. After the completed Parent Input Form is received, a Request for SAT is routed to all teachers. After current student information is gathered, a SAT meeting is scheduled with parents. At that time, a plan is put together to implement strategies to provide support for the student.

2.1 QPR Suicide Prev Training.pdf - All staff attended the QPR Suicide Prevention Training on our first inservice day of the 2020-2021 school year. Paras, teachers, and administrators were in attendance. Reviewing this information at the beginning of each school year helps all be aware and ready to meet the needs of students who may need assistance in this area.

2.1 ILP Template.pdf - Dorchester Public School has approximately 9% of the student body eligible for EL services. There is an EL program and the ILP form is used to develop programming with parents as well as communicate education plans with school staff.

2.1 MTSS Electronic Folders.pdf - The DPS MTSS Leadership Team meets on a monthly basis utilizing a scheduled 1 hour Zoom with the MTSS profession development consultant from our local educational service unit. We have been going through our MTSS electronic folders in order to better organize and develop our MTSS plan. The team is comprised of special service staff, administration, the school psychologist, and two

classroom teachers. We continually update our MTSS information and plan as new information and guidance is received.

2.1 2020-2021 Special Service Meeting Dates.pdf - This listing of dates is created on an annual basis and included the dates for data meeting and coordination day meetings where information is reviewed regarding the progress of special service students. During this school year, not as many face-to-face meetings were planned due to sub availability and wanting to keep teachers with students as much as possible as we transition back into our regular routine after remote learning. Collaboration between special service teachers and classroom teachers helps each student's plan be more effective.

2.1 HAL Student Contract.pdf - Dorchester Public School has an active after school and summer High Ability Learner Program for elementary students in grades 4-6. There is a very specific qualification process. Students sign a contract as they enter the HAL program. Students meet at least one time per week to access the activities and opportunities in this program.

2.1 DESSA.pdf - Dorchester Public School is in a pilot year for the DESSA. It is a standardized, strength-based behavior rating scale used by educators and parents to measure the social-emotional competence for children in grades K-8 and will allow the district to better serve the social-emotional needs of our students.

2.1 CareerEd/Tech example.pdf - The guidance counselor meets with classes in grades K-5 on a weekly basis. The units that are taught include the CRE standards of career readiness. An example of some of the materials used in grades 4-5 are included in the evidence file.

2.1 School Psychologist Job Description.pdf - In our previous schoolwide plan, when we needed the services of a school psychologist, we worked with a contracted professional. We now have a school psychologist on-site at least one day per week. The role of the school psychologist is to consult with teachers and parents in order to problem solve and plan for student success. A detailed job description is located in the evidence file.

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>
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There are a variety of professional development opportunities available on an ongoing basis for teachers, paraprofessionals, and other staff members during each school year. The following is a list of opportunities that have been made available as well as documentation of attendance.

Evidence:

3.1 ESU 6 FOCUS Flyer.pdf - Our local educational service unit has adjusted how they provide opportunities during the 2020-2021 school year. They have a monthly FOCUS calendar that lists professional development opportunities listed within the six areas of MTSS. Staff at Dorchester Public School is encouraged to register for these opportunities. Typically there is at least one option in the Data-Based Problem Solving and Devision Making section of the calendar. The opportunities in this section often include the use of MAP data and how instruction can be adjusted or informed through the use of the data.

3.1 ESU6 Attendance Record.pdf - The Dorchester Public School staff is encouraged to attend opportunities at our educational service unit. Our ESU 6 offers the opportunity for school improvement teams and/or administration to download all of the registrations (check-ins and check-outs) completed by staff. This pdf contains information from 2019 to current.

3.1 DPS Staff PD2020-21.pdf - DPS offers one early release per month for PD opportunities. The DPS Staff PD 2020-2021 plan includes mention of MAP data, SAT process info, and DESSA info to show that the PD being provided does address using data and looking at subgroups of students that may be at risk.

3.1 Rdg Interv Trainings Folder - Within this folder are the attendance sheets for admin, teachers and paras who attended trainings with the following intervention or data topics - leadership, reading data, Sound Partners, Stepping Stones, Tier 2 Interventions, MTSS, transition, REWARDS, Soliday, Language for Thinking and Learning, Heggerty, and ECRI. The DPS District strongly supported these trainings as we transitioned from Title I Reading to WIN (What I Need) Reading Intervention Time.

3.1 IPDP:SMART Goal 20-21.pdf - All Dorchester Public School teachers wrote SMART goals for the 2020-2021 school year. We had a presentation on MAP data provided by our MTSS Coordinator from the local educational service unit. All wrote a goal based on specific classroom data. We will revisit the goals and report on our success rate with the goals toward the end of the school year.

3.1 2020-2021 DPS Special Service Meeting Dates.pdf - The dates on this document where activities revolving around looking at our elementary data will take place. We offer many opportunities to look at data as a team and work collaboratively to plan instruction and assessments which fit the needs of our students.

3.1 Non Teaching Staff Trainings Folder - Non-teaching staff members also attend many trainings. Located in this folder are examples of trainings (professional development) attended by non-teaching staff members.

4. Strategies to increase parent and family engagement

4.1 *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.*

The Dorchester Public School Title I School-Parent Compact has been in place for many years, however is reviewed and amended on a yearly basis to incorporate new ideas and clarify the expectations of the teacher/school, parent/caring adult, and student. A sample of the Dorchester Public School School-Parent Compact is listed in the evidence section.

The School-Parent Compact is linked to the Title I page of the Dorchester Public School Web Site. It can be accessed in English or Spanish at any time by parents or patrons of the district. Please note the link pdf in the evidence.

An Annual Meeting was held on September 30-October 1, 2020 as a virtual meeting due to COVID. The agenda includes mention of the Compact. Due to holding the meeting virtually, we communicated individually with parents as they came to Parent Teacher Conferences. A video of the virtual meeting was also posted on the Title I portion of the district web site which allows it to be accessed at any time. The evidence for the annual meeting is located in the evidence.

Each year at the fall parent teacher conferences, the classroom teachers review the on file signed compact with their students and families. Each teacher adds their name to the signature line on the student's original compact. At the end of their sixth grade year, it is very possible to have multiple teacher signatures and multiple principal signatures which shows the importance of the compact moving through the elementary years with the student and the magnitude of the philosophy that we are all working together to provide the best education for students. A sample of the completed compact with multiple signatures is located in the evidence.

As students begin to receive interventions, an Intervention Envelope is provided to each family. They will have the envelope to collect all intervention materials that are sent home during the school year. The envelope contains a blank copy of the School-Parent Compact as a reference copy.

At the end of each school year, a Title I presentation is made at a school board meeting. The presentation contains information about the School Parent Compact. This allows the school board to be involved in hearing about Title I participation for the year as well as see an actual example of a compact.

Evidence:

4.1 School-Parent Compact 2020-2021.pdf - This is available in both English and Spanish versions.

4.1 Link Compact.pdf - A link for the English and Spanish versions of the School Parent Compact is located on the Title I page of the Dorchester Public School Web Site.

4.1 Annual Meeting:Sig Page.pdf - This contains the agenda and signature page of parents who received the annual meeting information regarding the link. Please note the discussion on compacts is on the second page of the agenda. The agenda was provided both in English and Spanish.

4.1 Link for Annual Meeting.pdf - Please note the link for the annual meeting is located at the bottom of the Title I link page on the district web site.

4.1 Completed Compact.pdf - This is an example of a completed compact mentioned in narrative. A child who has been in the district for numerous years, will have several signatures on the teacher signature line.

4.1 Intervention Envelope.pdf - This evidence pdf shows all of the materials included in the Intervention Envelope. Please note a sample copy of the School-Parent Compact.

4.1 Title I Board Presentation.pdf - This document contains the slides which mention the Parent-School Compact as well as a copy of the school board minutes from the meeting. Also included is a signature page of all in attendance at the meeting.

4.2

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.

Dorchester Public School has a board approved District Title I Parent and Family Engagement Policy (5067) , originally adopted in 2008 and reviewed on an annual basis, Title I Parental Involvement Procedures adopted in 2007, and the Dorchester Public School Combined District and School Title I Parent and Family Engagement Procedures updated during the 2019-2020 school year. These documents are reviewed frequently throughout the year with various audiences who are given the opportunity for input. Between all of the policies all

components are included as stated in the rating rubric. Please refer to the evidence section for more information on the review and distribution of the policy.

Evidence:

4.2 Dist Title I Policy English.pdf and 4.2 Dist Title I Policy Spanish.pdf - These are files of the board approved Title I Policy - 5057 at Dorchester Public School. This policy is reviewed and approved annually by the school board.

4.2 DPS Title I Procedures.pdf and 4.2 DPS Title I Procedures Spanish.pdf - These are files of the Title I Parental Involvement Procedures for Title I. These procedures are reviewed annually by the school board.

4.2 Combined Title I Procedures.pdf and 4.2 Combined Title I Procedures Spanish.pdf - This combined procedure document was updated during the 2019-2020 school year. It is reviewed annually by the school board.

4.2 DPS October_Newsletter.pdf - The Dorchester Public School Title I Policy and Procedure documents are published in the school newsletter annually. Typically, they are in the October newsletter which goes out to all parents and patrons of the district. The policy and procedure documents are located on pages 10-16 of the pdf.

4.2 Annual Meeting:Sig Page.pdf - The Title I Annual meeting agenda is included in this file as well as the signature page. We discuss the parent involvement policies and procedures as is noted on the agenda. A link to the audio for the meeting is provided on the school web site as we didn't have a face to face meeting, but rather provided the link at fall parent teacher conferences and met individually with families in order to maintain or social distancing due to COVID.

4.2 Link for Annual Meeting.pdf - Please note the link for the audio for the annual meeting at the bottom of the Title I links.

4.2 Title I links for policies and procedures.pdf - The Title I page on the Dorchester Public School contains links for all updated English and Spanish Title I Policy and Procedure documents. The parents and patrons are able to access all documents.

4.2 Intervention Envelope.pdf - All parents of students who receive assistance are given this envelope in the fall. It contains various Title I documents. Included is a current copy of all of the Dorchester Public School Title I Policies and Procedures. Both English and Spanish versions are provided. The envelope is labeled for the year with the plan that parents will add any new information they receive to that envelope for the school year.

4.2 Title I Board Presentation.pdf - A Title I presentation is made annually at a board meeting. This past year it was made in June of 2020. Included in this pdf is the slideshow notes doc which indicates discussion was held on the Title I Policies and Procedures. Also included in this file is the signature page of those in attendance for the presentation.

4.3

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.

Dorchester Public School offers numerous opportunities for parents to receive training as well as be involved in the school community.

Evidence:

4.3 Back to School Open House: Signatures.pdf - Typically we have a Dorchester Public School Open House prior to school starting to parents and students can visit their new classroom and meet their new teacher(s). The invitation for the 2019 open house is included in the evidence as well as participant signatures as we were not able to hold an in-person open house in August of 2020. 4.3 Aug_Newsletter.dpf - In place of the traditional open house, the invitation was made through the DPS District August Newsletter for families who wanted a visit to their classroom or to tour the facility, they could visit the facility the weeks of August 3 or August 10. This was in place due to COVID concerns. Please note the invitation on page 5 of the August newsletter which is provided in both English and Spanish.

4.3 Kindergarten Registration:Round-Up.pdf - Traditionally a Kindergarten Registration and Round-Up is scheduled. This was scheduled for April 7 and April 9 of 2020, however was not held due to COVID. As a replacement, a Kindergarten Walk-Through (4.3 Kindergarten Walk-Through.pdf) was held in its place on August 17, 2020. This is a great opportunity for parents to learn what will be occurring with their kindergarten student and be involved in the process.

4.3 Parents Make the Difference.pdf - A resource that is available to all parents and provide ideas for improving learning at home is the inclusion of two articles from the Parents Make the Difference resource. The articles are offered both in English and Spanish. Two articles are included in each monthly school district newsletter. Please note the examples on pages 8-9 of the September DPS School Newsletter. (4.4 September_Newsletter.pdf)

4.3 Annual Meeting:Sig Page.pdf; 4.3 Link for Annual Meeting;.pdf - Due to COVID and restrictions with large meetings, the annual meeting was provided by a video on the district web site. There was the opportunity to ask about particulars of the meeting at one-on-one parent teacher conferences. Signatures were gathered at the conferences as individual conversations occurred. A translator was available, as needed.

4.3 - Parent Teacher Conferences are held two times per school year. There was a session held in the fall and another session held in March. We offer a variety of times from 8:00 in the morning until 8:30 in the evening to accommodate our parents' varied schedules. Please note the evidence pdf from the DPS School Newsletter from February 2021. (4.3 Feb_Newsletter.pdf) Page 21 shows that conferences were held on February 11 from 8:30 a.m. to 8:00 p.m. A translator was available, as needed.

4.3 Planner Example.pdf; 4.3 Folder Example.pdf - The Elementary Parent Advisory Council (EPAC) provides a planner and a Longhorn Folder for each elementary, junior high, and secondary student at Dorchester Public School at no cost for the student or family. There is a section in the planner where a daily signature can be obtained by the parent. Oftentimes, the Longhorn Folders are used as a "Friday Folder". This helps keep the lines of communication open between the classroom teacher, student, and parent.

4.3 Read At Home Plan English.pdf; 4.3 Read At Home Plan Spanish.pdf - All families who have students receiving reading interventions were provided a copy of the NDE Read at Home Plan. An opportunity was provided at the second semester parent teacher conferences for a question/answer session about the resource.

A face-to-face meeting was scheduled, however parents were also invited to ask individual questions when meeting with Title I personnel. Please note the signature page. (4.3 Read At Home Signature page.pdf)

4.3 Daily Learning Planner.pdf - Monthly Daily Learning Planners are provided to all special service students and families whether they receive EL services, math interventions, reading interventions, etc. The purpose of this communication is to give parents and students educational ideas of activities that can be completed at home. It also contains suggestions for conversations between parents and students.

4.3 Online Resources.pdf - Typically our EPAC (Elementary Parent Advisory Council) hosts a Reading Carnival in April. Parents and students are invited to participate in carnival-like games where students "cash in" tickets earned from reaching reading goals. Unfortunately, due to COVID closure, we were not able to have the annual event. In place of the event, an Online Resources for Kids resource was compiled and provided for each elementary family at Dorchester Public School. This resource provided ideas for families to increase learning at home during the closure. Also provided during this time was a "Book Mobile". The school librarian and paras ran a weekly route distributing book that had been requested to students. This gave our students the opportunity to keep practicing their reading skills with literature that interested them.

4.3 Intervention Envelope.pdf - As students begin to receive Title I interventions, families receive an envelope of materials. This year, a visual of Scarborough's Rope in regard to reading was included in the envelope as a learning resource for families.

4.3 Trunk or Treat - This was provided by EPAC and Dorchester businesses, community members, families, and students were involved in the fun. Please note the flyer in the 4.3 October_Newsletter.pdf on page 24. This was a fun activity which brought together all members of the school community.

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>There are many procedures in place to help students transition positively into Dorchester Public School.</p> <p>Evidence: Head Start - The local Head Start Program is contacted by a Dorchester Public School Title I representative at the beginning of the school year to determine if any former students are now attending our kindergarten. If there are students that have participated in the Head Start Program, we offer them a jump start program through Title I for the first weeks of school so they transition more easily into kindergarten. Contact was made with Head Start on September 8, 2020. No students currently in kindergarten accessed Head Start services for the 2020-2021 school year.</p> <p>5.1 Kindergarten Registration:Roundup.pdf; 5.1 Kind Walk-Through - Kindergarten Registration and Kindergarten Round-Up were scheduled for April 7 and April 9 in 2020. Due to COVID, we were not able to hold these events. In place of these events, a Kindergarten Walk-Through was held on August 17, just prior to the</p>	

first day of classes. Translators were available to help families so all information is shared in the primary home language. The invitations for these events were shared both in English and Spanish.

5.1 Parent:Guardian Input Form Incoming Kind Student.pdf - This form is completed at Kindergarten Registration so all shared staff can determine if next steps need to be made as far as special services for incoming kindergarten students. The form is available in English and Spanish.

5.1 August Open House 2019 with signatures.pdf; 5.1 Aug_Newsletter.pdf - An open house is held when school starts so all students have the opportunity to visit their new classroom and learn to know their teacher, This is a great transition for our incoming kindergarten students. The invitation for the 2019 open house is included in the evidence as we were not able to hold an in-person open house in August of 2020. In place of the traditional open house, the invitation was made through the DPS District August Newsletter (5.1 August_Newsletter.pdf) that if families wanted a visit to their classroom or to tour the facility as a transition into the district, they could make an appointment the weeks of August 3 or August 10. This was in place due to COVID concerns. Please note the invitation on page 5 of the August newsletter in the evidence.

5.1 2020-2021 DPS Special Service Meeting Dates.pdf - Coordination Day is typically held at least five times per school year. Unfortunately, due to COVID concerns, two dates were set during the 2020-2021 school year (December 2 and April 12) to meet face to face with staff. The preschool teacher is invited to come and meet with the special service teachers. If recommendations need to be made for Child Find or other next steps need to be taken for students, this is the meeting where those conversations begin. This serves as a way to share academic information in order to help transition into kindergarten. This meeting is also a means to help share student information within staff regarding students moving into the district during the school year. We electronically gathered this information as well during 2020-2021, however plans are to return to our regular Coordination Day meeting schedule in 2021-2022.

5.1 DPS Transition from Pre-Kindergarten to Kindergarten.pdf - A component of our state approved DPS Pre-School Plan is the document contained in this pdf. Within the guidelines of this plan, documents of preschool paperwork will be shared with the kindergarten teacher, collaboration time takes place where teachers can discuss incoming students, students may read together with elementary students, and recess play may overlap at least one time per week. Also included as a transition activity with our preschool students is the ability of our speech language pathologist to offer services to qualified students in our district preschool. She can serve as a liaison between preschool and kindergarten and share strategies as students move to the kindergarten level of learning. Our speech/language pathologist offers approximately three and one half hours per week of services in preschool.

May Data Meeting/Transition Conversation Day - In May, a full day elementary data meeting is held where teachers share student information with the upcoming teachers for students. Please note it is scheduled for Tuesday, May 25, 2020 (5.1 2020-2021 DPS Special Service Meeting Dates). This conversation allows teachers to have current student information in order to plan effectively for their incoming class.

5.1 New Student File Checklist.pdf - A New Student File Checklist form is included in each newly created cumulative file for incoming students. This allows the file to be routed to all special teachers and administration so important transition information is shared prior to the student entering the building.

5.1 New Student Transition Checklist.pdf - The district has a checklist to use as a tool when helping transition in new students to the district. It includes items such as free-reduced lunch application, a personal tour, and determining transportation needs.

5.1 Planner.pdf; 5.1 Longhorn Folder.pdf; 5.1 T-Shirt.pdf - As a welcome to the district, all new students receive a student planner, a Longhorn Folder, and a school t-shirt. These are provided by our Elementary Parent Advisory Council (EPAC) and have been a tradition for many years!

5.2

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).

Many activities are in place that help facilitate transition for our elementary students to help them transition to middle school/junior high.

Evidence:

5.2 August Open House 2019 with signatures.pdf; 5.2 Aug_Newsletter.pdf - An open house is held when school starts so all students (K-12) have the opportunity to visit their new classrooms and learn to know their teachers. This is a great transition for our incoming middle school students. The invitation for the 2019 open house is included in the evidence as we were not able to hold an in-person open house in August of 2020. In place of the traditional open house, the invitation was made through the DPS District August Newsletter that if families wanted a visit to their classrooms or a tour of the facility as a transition into middle school, they could make an appointment the weeks of August 3 or August 10. This was in place due to COVID concerns. Please note the invitation on page 5 of the August newsletter in the evidence. Our goal was to provide transition into the first day of middle school so students know where their classrooms are located, who their new teachers will be, and also where they will store belongings.

5.2 Youth Frontiers Kindness and Respect Retreats (5.2 Youth Frontiers.pdf) - Our fifth and seventh grade students participate in Youth Frontiers retreats at the beginning of each school year, however this was not an opportunity in the fall of 2020 due to COVID. The last retreat was held in the fall of 2019. This program not only encourages positive transition from elementary to junior high, but also gives students the opportunity to network with students from adjoining school districts in a positive manner.

5.2 Guidance:CareerEd:Tech.pdf - Our guidance counselor teaches elementary guidance classes and includes life skills lessons in the classes. She also teaches quarter classes for our junior high students. They have access to her class five days per week. This is an excellent transition from elementary to middle school as she has developed curriculum to aid this transition as well as instruction on how to check their grades on PowerSchool. Projects relating to transition and life skills are a strong component of her curriculum.

Middle School Model - Our 4th , 5th, and 6th grade students follow a middle school model for their core classes. The junior high math and science teacher is the instructor for 6th grade math and science. Our high school language arts teacher teaches 6th grade reading. This model serves as a positive transition model for our upper elementary students as they enter junior high. Please note the schedules in the 5.2 file. (5.2 2020-21 FINAL HS Schedule - Elementary.pdf; 5.2 2020-21 FINAL HS Schedule - High School.pdf)

DARE (5.2 DARE.pdf) - This program is offered annually to our sixth grade students during the school day. It encourages positive social, physical, and mental health. Students participate in an end of program graduation ceremony where they share their personal DARE essays. This program helps them transition into the middle school student population and teaches strategies to help them with the transition.

5.2 2020-2021 DPS Special Services Meeting Dates.pdf - During the Coordination Days (typically five, however only two this year due to COVID), information is shared between elementary and middle school teachers as well as special service personnel to best help students transition from elementary to middle school education.

6. Strategies to address areas of need

6.1 *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

There are numerous opportunities for our students to have access to additional learning time during the school day, after school, and during the summer.

Evidence:

Elementary What I Need (WIN) Time - Please see 6.1 2020-21 FINAL HS Schedule - Elementary.pdf and 6.1 2020-21 FINAL HS Schedule - High School.pdf. During the 2019-2020 school year WIN Time for reading was implemented. Utilizing our reading decision rules, students are placed in a WIN group and receive reading interventions daily whether to improve low reading skills, increase on level reading skills, or extend above level reading skills. This is a 20-25 minute time scheduled each day. We utilize paras, classroom teachers, and interventionists to provide this additional reading instruction in addition to the regular 90 minute reading instruction. We also use the document for Individual Reading Improvement Plans to document interventions and monitor information for our WIN time. Please see the 6.1 DPS IRIP.pdf document in the 6.1 folder.

Title I Math - Dorchester Public School provides math interventions to students at greatest need through the Title I program. Three staff members are able to work together to provide 20 minutes three times per week for students who qualify based on our decision rules. Please see 6.1 2020-21 FINAL HS Schedule - Elementary.pdf which reflects time provided for math interventions. Also, please see 6.1 Title I Math Note.pdf which reflects the communication piece used to inform parents of progress.

EL Services - Dorchester Public School is able to provide EL services through a part-time teacher as well as a full time para. EL services are provided during the regular school day. Please see 6.1 FINAL HS Schedule - High School.pdf as the EL reading groups are noted.

Resource and Speech Language Services - Our school provides resource and speech/language services for students who are on an Individualized Education Plan. Students receive services both in the regular classroom as well as pull-out services. Our Pre K students, who are on an IEP, receive services within our school based preschool.

Zeros Aren't Permitted (ZAP) Time is provided daily for 5th and 6th grade students as a structured study time. Students have the opportunity to ask questions and receive assistance during this time. Please see 6.1 2020-21 FINAL HS Schedule - Elementary.pdf and note that it is in the schedule at the end of the school day.

Summer Math and Reading Camp - Even during COVID, we were able to continue our annual opportunity of providing reading and math assistance in the summer. We held our annual Dorchester Public School Reading and Math Camp for one week in June and one week in July during the summer of 2020. During this camp, we were able to provide for approximately 55 student. Seven staff members were involved with the teaching and numerous other staff members also provided help and support. Please see the schedule (6.1 Summer Camp Schedule.pdf). We are planning to hold another Math and Reading Camp during the summer of 2021.

6.1 Summer Reading Opportunities - 2019.pdf - Our list of summer opportunities in surrounding location is compiled and distributed to all elementary students. If students spend time at a daycare in other communities, this alerts them to opportunities for summer skill practice. Unfortunately, these opportunities were not available the summer of 2020 due to COVID. In place of this, our school librarian ran a "book mobile" one day per week to deliver books to families that requested them. We hope to be able to provide this list of opportunities again in the summer of 2021.

High Ability Learner Program - Our school provides a HAL program where students meet one time per week after school. They also have the opportunity to attend Bright Lights in Lincoln in the summer with transportation provided by the school district. Please see 6.1 HAL Student Contract in the corresponding file. These opportunities allow our high ability learners to extend their skills.

Reading Classic - This group meets after school and works to complete the reading of a book list. A team is formed that competes in a reading competition each March. Please see 6.1 Reading Classic Letter 20 - 21.pdf.