

# 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 part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" 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:	Mr. Adrian Allen
School Principal Email Address:	aallen@dorchesterschool.org
School Mailing Address:	506 West 9 <sup>th</sup> Street 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:	kridpath@dorchesterschool.org
Superintendent Name:	Daryl Schrunk
Superintendent Email Address:	dschrunk@dorchesterschool.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

<b>Names of Planning Team</b> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<b>Titles of those on Planning Team</b>
<u>Amanda Cerny</u> <u>Daryl Schrunk</u> <u>Adrian Allen</u> <u>Karma Ridpath</u> <u>Brian Rut</u> <u>Kyla Petersen</u> <u>Theresa Johnson</u> <u>Cheryl Perkins</u> <u>Terrill Carroll</u> <u>Shayla Stutzman</u> <u>Brenda Nerud</u> <u>Brent Zoubek</u>	<u>Parent</u> <u>Superintendent</u> <u>Principal</u> <u>Title I/Rtl</u> <u>Math Interventions/Math</u> <u>School Improvement/Data Team</u> <u>School Improvement/Data Team</u> <u>Data Team</u> <u>Kindergarten Teacher</u> <u>First Grade Teacher</u> <u>Third Grade Teacher</u> <u>Fifth Grade Teacher</u>

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 201	Average Class Size: 13.5	Number of Certified Instruction Staff: 23.85
Race and Ethnicity Percentages		
White: 74 %	Hispanic: 25 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1 %
Other Demographics Percentages		
Poverty: 33 %	English Learner: 5 %	Mobility: 8 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
DIBELS Reading	DIBELS Math
MAP Reading	MAP Math
NeSA - Reading	NeSA - Math

*Please write a narrative in each box below to correspond to the Rating Rubric.*

*Place documentation in corresponding folder on flash drive to support the narrative.*

### 1. Comprehensive Needs Assessment

<b>1.1</b>	<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>
<b>Dorchester Public School is a district that uses data to help drive the decision making process in the district as far as adjusting curriculum,</b>	

**purchasing core instructional materials, setting up intervention opportunities, investigating professional development, and increasing learning opportunities for all students. There are a variety of data reports available throughout the school year. A longitudinal chart of testing data is available to staff which shows data from several sources. The data team reviews our elementary enrollment trend, elementary free/reduced meal data, elementary mobility rate, elementary EL data, and district special education data. Throughout the school year at data meetings and during Coordination Days, individual student performance information is also reviewed from various sources through an established process. These sources include, however are not limited to the following: DIBELS Next, NWEA-MAP, STAR Reading, ELDA/ELPA21, DIBELS Math (K-1), NeSA, and the DIBELS Deep screening information. The district holds an annual DPS Data Retreat for the members of the DPS School Improvement Team. At this retreat, data is put into a spreadsheet that disaggregates information so appropriate next steps can be set for the continuous school improvement initiatives for the upcoming school year.**

**Numerous opportunities have been provided during the last year for various members of the school staff so they are trained in looking at data and adjusting instruction to meet the needs of students.**

**Evidence:**

**Dorchester Public School Longitudinal Chart of Testing Data - (1.1 LongData1718.pdf) - A longitudinal chart of testing data is available to staff which shows data from several sources. The following information is included : DIBELS Reading Scores dating from 2006-2007 to the present, NRT Reading and Math Scores (taken from NWEA - MAP assessment information) from 2006-2007 to present, NeSA Reading scores from 2009-2010 to 2015-2016, NeSA Math scores from 2010-2011 to 2015-2016, NeSA Science scores from 2011-2012 to 2015-2016, NeSA Writing scores from 2010 to 2014-2015, and ACT – Reading and Math from 2009 to 2015-2016. This chart is updated as new data is available in the above assessment areas. Discussion is being held as to how we show longitudinal growth with NeSA testing changes/NSCAS.**

**State of the Schools Dorchester Elementary Report Enrollment Trend (1.1 Enrollment Trend16-17.pdf) - The enrollment trend of the elementary has remained fairly steady over time with a recent dip during the 2016-2017 school year. This will be updated in May 2018.**

**State of the Schools Dorchester Elementary Free/Reduced Meal Data (1.1 Free/Reduced Lunch16-17.pdf).** - During the 2011-2013 school year time period, the district was clearly below the average state free/reduced lunch rate. Since 2015, the elementary free/reduced lunch rate has started to show a trend which is above the state rate. This will be updated in May 2018.

**State of the Schools Dorchester Elementary Mobility Rate Data (1.1 MobilityRate16-17.pdf)** - Data collected through the 2015-2016 school year shows the Dorchester Elementary was below state average as far as mobility rate. The trend changed drastically during the 2016-2017 school year when the district rate surpassed the state rate. This will be updated in May 2018.

**State of the Schools Dorchester Elementary EL Data (1.1 ELInformation 16-17.pdf)** - The Dorchester Elementary EL rate had remained somewhat close to the state rate until 2012 when the rate shows a marked increase over former years. The EL rate during the 2016-2017 school year was almost double the state rate. This data has aided the district in constructing an effective EL program. This will be updated in May 2018.

**State of the Schools Dorchester School Special Education Data (1.1 SpecialEdRate16-17.pdf)** - The Dorchester School Special Education trend aligned with the state percentage from 2011-2014. There was a marked decrease in the need for services from 2014-2016. By the 2016-2017 school year, an increase in special education needs can be noted. This will be updated in May 2018.

**DPS Data Retreat Bar Graphs Showing Disaggregated Data (1.1 School Improvement Disaggregated Data.pdf)** - These graphs were created at the May 2017 DPS Annual Data Retreat. Information is disaggregated according to male/female, sped/ non-sped, EL/non-EL, SES, and non-SES. We consider these implications and make adjustments to what might be the most beneficial to increase the learning of all. The next retreat is scheduled for May 22-23, 2018.

**Training Opportunities Disaggregating Data for Planning (1.1 Data Training Opportunities.pdf) - The Dorchester School District has provided many opportunities for staff members to attend training of reporting and disaggregating data. Those who attend trainings oftentimes come back into the district and provide short trainings of what they have learned to the remainder of the staff on early release days.**

**Coordination and Data Meeting Days (1.1 17/18Coordination/Data Day Schedule.pdf) - We plan our Coordination Day and Data Day Schedule at the beginning of each school year. Two floating subs are hired for each of these days so classroom teachers as well as special service teachers can take part in the process without interrupting the learning of students. (1.1 Coordination Day Agenda Sample.pdf) An agenda along with the schedule is sent to each staff members involved in Coordination Day approximately one week prior to the meeting day. (1.1 Data Meeting Agenda Sample.pdf) An agenda along with the problem solving model reminder is sent to each participating staff member involved in the meetings approximately one week prior to the data meeting.**

**Elementary Rtl/Reading Data Retreat (1.1 Rtl/Reading Data Retreat.pdf) We hold an annual Elementary Rtl/Reading Data Retreat in May of each school year. Our contracted reading coach coordinates this retreat. Our 2018 retreat is scheduled for May 21, 2018.**

**Dorchester Public School School Improvement Data Retreat (1.1 DPS Annual School Improvement Data Retreat Agenda.pdf) An annual data retreat is held for the school improvement team. The information from this retreat is then considered when adjusting our school improvement plan. This information is also shared with all staff members at the opening staff meeting in the fall. The dates for the upcoming retreat are May 22-23, 2018.**

**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.*

**Parent, student, and community input is gathered frequently in order to identify the needs of the school. Depending upon where the district is in the school improvement cycle, additional surveys are also administered. In the past, we have conducted bullying surveys as well as having an ESU representative come to our district and also conduct discussion groups with students in order to gather data. The following pieces of evidence**

**show the types of information that was gathered during the past school year.**

**Evidence:**

**Title I Annual Survey (1.2 Title I Annual Survey.pdf) - This survey is conducted at our fall parent teacher conferences. During the 2016-2017 school year, it was conducted electronically. This past fall (2017-2018), it was completed in a paper/pencil manner. Many more responses were received when the survey was conducted electronically. We will be going back to that method next school year. Four of twelve surveys were completed and returned. The information gathered from this survey typically helps us plan for the Summer Math and Reading Camp that we hold annually.**

**Classroom Perceptual Data Survey (1.2 Classroom Perceptual Data Survey.pdf) - Each teacher in the district is required as part of their individual professional development plan to conduct a survey. For Title I, students that participate in Title I interventions completed the survey. This was conducted electronically with grades three through six students.. This information is considered when creating the individual professional development plan for the upcoming school year. One concern that was voiced this year was the amount of noise students experience in the hallways when they are in the Title I classroom. This issue has been discussed with other members of the staff.**

**Annual Dorchester Public School Title I Self-Review/Accountability Meeting (1.2 Annual DPS Title I Self-Review/Accountability Meeting.pdf) - We conduct an annual self-review/accountability meeting the same day as our second semester parent teacher conferences. Please note the signature page of those in attendance on the second page of this specific pdf. Invitations are published in the school newsletter so patrons of the district, staff members, and parents of Title I students are aware of the meeting and are encouraged to attend. In addition to other topics, we ask specific questions about Summer Math and Reading Camps as this is the time of the year when we are planning for the upcoming camp.**

**Dorchester Public School Grades 3-6 Perceptual Data Survey (1.2 DPS Grades 3-6 Perceptual Data Survey) - We collect perceptual data annually from our students in grades 3-6. We had 51 electronic responses as they completed this during homeroom class time. This information will be**

used at our annual data retreat in May when we are looking at the entire picture of the learning environment and opportunities in this district. We also have a survey that is completed by our junior high and high school students.

**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.*

**Dorchester Public School completed their school improvement external visitation in the fall of 2017. After that visit, it was determined that we continue to have two goals in our plan relating to reading comprehension and math computation. The two goals lend themselves to connection with the Title I math and reading intervention program that is in place in the district. All classrooms are focused on improving reading comprehension skills as well as math computational skills and due to that fact, Title I interventions can be a very powerful component of the success of students. The plan is reviewed annually and adjusted to meet the needs of learners based on data gathered during the school year. This plan was last revisited in May of 2017 at the School Improvement Data Retreat so the revisions were ready for the 2017-2018 school year. Many of the reading and math resources and interventions are used in Title I as well as by classroom teachers when there is a need. Trainings also focus on the improvement of skills in those academic areas. The strategies, initiatives, professional development, resources, timeline, and people responsible are clearly stated in the plan and clearly align with the goals of Title I math and reading intervention classes. The DPS Continuous School Improvement Plan is included as evidence. The Title I teacher is a member of the school improvement team and has been so since 1995.**

**Evidence:**

**Dorchester Public School Continuous School Improvement Plan (1.3 2017-2018 DPS Continuous School Improvement Plan.pdf) - This copy of the plan includes interventions, professional development, resources, timeline, and people responsible information. This plan is updated yearly at the annual DPS Data Retreat based on data gathered throughout each school year.**

**Link on School Web Site (1.3 School Improvement Plan on Site.pdf) - A link exists on the [dorchesterschool.org](http://dorchesterschool.org) web site so patrons and staff can**

review the most up to date school improvement plan on record.

**Curriculum Development Cycle (1.3 Curriculum Cycle.pdf) - A curriculum cycle is in place so adequate attention is given to all curricular areas. The new math series, Envisions, was implemented for the 2017-2018 school year. A new reading series, Wonders, will be implemented in the 2018-2019 school year. The district provided opportunities for staff members to look at various materials as well as visit numerous schools prior to the decision being made regarding the new reading series.**

## 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.*

**At Dorchester Public School, many initiatives are in place to support all members of our student body. These initiatives address needs ranging from academic to emotional to social needs. The following is a list of evidence from many of these initiatives.**

### **Evidence:**

**Current Student Needs Document (2.1 Current Student Needs List.pdf) - This is a document that organizes the names of students who are being progress monitored in reading or math, students transitioning from Head Start/Dorchester Public School Preschool, those receiving math and reading interventions, students in Pre-SAT conversations or the SAT process, and those in Resource, SpLa, or EL programs.**

**Rtl Plan Assurance Page Sample (2.1 Sample Assurance Page.pdf) - Dorchester Public School has an Rtl Plan in place. This is a sample document from that plan. As we go into the 2018-2019 school year, we will be transitioning to a MTSS Plan and will be incorporating the Wonders Reading Series into the new plan.**

**Rtl Flow Chart (2.1 Rtl Flow Chart.pdf) - This flow chart is a visual to help**



**us move through our Rtl process when determining plans to meet student needs.**

**Reading Decision Rules (2.1 Reading Decision Rules.pdf) - This document outlines our reading decision rules as set forth by our Rtl Plan.**

**Math Decision Rules (2.1 Math Decision Rules.pdf) - This document outlines our math decision rules as set forth by our Rtl Plan.**

**Coordination Day (2.1 Coordination Day Sample Agenda and Schedule.pdf) - We hold several Coordination Day meetings throughout the school year. Floating subs come in the building to cover classrooms so each classroom teacher can meet with special service teachers in order to collaborate and plan for each special needs student or students in which there may be concerns both academically and in other areas.**

**Data Meetings (2.1 Data Meeting Schedule and Agenda.pdf) - We have numerous data meetings throughout the school year. Floating subs are in the building to cover classes so we can meet with classroom teachers regarding progress monitoring data. Changes to interventions may also be planned during these meetings.**

**SAT Process (2.1 SAT Meeting Log.pdf) - A SAT process is in place at our school. There are several steps we follow ranging from having parents complete a parent input form to the formal request for SAT and then finally we keep a SAT Meeting Log. A sample of that form is included in this plan.**

**EL Program (2.1 EL Qualification Letter.pdf) - We have a strong EL program as our student numbers in this needs area have grown over the years. Our teacher also works tirelessly to translate documents into the home language in order to best meet the needs of families.**

**HAL Program (2.1 HAL Information.pdf) - Our High Ability Learning Program provides services one day per week after school. This program meets the needs of students who need to be stretched to their full potential. Students also participate in the Bright Lights Program offered during the summer.**

**Doane College Counselor Intern Program (2.1 Doane Counselor Intern Program.pdf) - The students in our district benefit by receiving counseling**

services through an intern program from Doane College. Students receive these services at no charge and accommodations are made during the school day for these on-site appointments. Our guidance counselor accepts names of students that are recommended for the program. This program follows the school year calendar.

**CARE Program (2.1 CARE Program.pdf) - Beginning last school year, staff members signed up to be a CARE mentor to students in the district who were needing that cheerleader or advocate. We are able to touch base with many students who have emotional needs.**

**Kindness/Respect Retreat (2.1 Kindness Retreat.pdf; 2.1 Respect Retreat.pdf) - Students attend a Kindness (5<sup>th</sup> grade) or Respect (7<sup>th</sup> Grade) Retreat at the beginning of each school year with a cohort of students from surrounding districts. These programs encourage students to develop and display those traits.**

**Technology Safety Presentation (2.1 Social Media Training.pdf) - At least one time every two years, a presentation is held for students regarding technology safety. Students had that opportunity in March of 2016 and again in August of 2017.**

**QPR (Suicide Prevention) (2.1 QPR Suicide.pdf) - All staff members were trained in QPR during the fall of 2017 regarding suicide prevention. We now have up to date information on this topic.**

### **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.*

**All of the paraprofessionals at Dorchester Public School fulfill the regulations set by ESEA/ESSA. They also receive ongoing training both as far as para training as well as full staff training focusing on student needs.**

**Evidence:**

**NSSRS Report (3.1 NSSRS Para Report.pdf) - All of our paras are qualified whether through college credit hours or through Project Para as noted in**

this report.

**Individual Para Professional Development Training Reports (3.1 Para Training.pdf)** - Included in this pdf are anecdotal records of trainings the Dorchester Public School paraprofessionals have attended in the past year. The district provides many, ongoing opportunities for training.

#### **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.*

**There are numerous opportunities available for high quality and ongoing professional development at Dorchester Public School. A list of opportunities is included in the evidence section as well as individual documents staff members submitted showing their attendance at professional development trainings. All certified staff members also are responsible for an Individual Professional Development Plan each school year.**

**Professional Development Opportunities (4.1 Staff Development Opportunities.pdf)** - Teachers, office staff, the school counselor, and other contracted staff members have numerous opportunities available to receive professional development. Included in this pdf is a general listing of opportunities staff members attended.

**Individual Records of Professional Development Opportunities Attended: (4.1 Elementary Staff Records.pdf)** - This pdf includes a sheet from each elementary teacher listing professional development attended. **(4.1 Specialists Staff Records.pdf)** - This pdf includes a sheet from each specialist (Title I, EL, Special Education, etc.) in our district and the listing of professional development attended. **(4.1 Shared Staff Records.pdf)** - This pdf includes a sheet from each shared staff member that provides non-core classes for our elementary students. **(4.1 Counselor Training Record.pdf)** - This pdf includes the trainings our school counselor attended. **(4.1 Office Personnel Training Records.pdf)** - This pdf includes trainings attended by office staff members.

**Individual Professional Development Documentation (4.1 Individual Professional Development.pdf)** - This is the template each certified staff

member utilizes to document their Individual Professional Development Plan. This allows each certified staff member the opportunity to choose professional development that fits their curricular area as well as their professional needs.

## 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.*

**Teachers, parents, administration, students, support staff and other key members of the school community such as the school board frequently review the compact throughout a number of opportunities that are presented during the school year.**

### **Evidence :**

**Dorchester Public School Compact (5.1 English Compact.pdf, 5.1 Spanish Compact.pdf) - The compact has been reviewed and revised both in English and Spanish. It does contain all of the required components in both languages.**

**Compact Review Sheet (5.1 Compact Review.pdf) - This document is attached to the compact of any student receiving Title I services. We review the individual student's compact at minimum one time per year. Each time it is reviewed, the parent, student, and Title I teacher sign off on this sheet.**

**Annual Title I Mini-Meetings (5.1 Annual Meeting Packet.pdf) - The Annual Title I Mini-Meetings are held the same day as our fall parent teacher conferences. Three sessions are held throughout the day to accommodate family needs. An interpreter is available for those families seeking that assistance. The documentation in this pdf includes the agenda, the signature of attendance page, and the invitation to the meeting both in English and Spanish with the choice of times available. The agenda notes a compact review.**

**Title I Informational Envelope (5.1 Title I Informational Envelope.pdf) - Parents receive this envelope at the beginning of the school year. It contains contact information for Title I personnel, a copy of the compact,**

policy, and procedures. It also contains other information regarding assessments and activities for children. As students enter the program, this envelope is made available to families. The plan is that they can then add any additional Title I information they receive throughout the year to this envelope.

**Title I Self-Review/Accountability Meeting (5.1 Self-Review/Accountability Meeting.pdf) - A meeting was held on February 8, 2018 where the compact was reviewed as an agenda item. No changes needed to be made to the compact at that time. Included in this pdf is the agenda, compact, and a signature page of those in attendance.**

**Annual Title I Presentation at School Board Meeting (5.1 Annual Board Title I Presentation.pdf) - An annual presentation is made to the Board of Education regarding Title I programming throughout the school year. Specific information regarding the compact and policies is shared as well as number of students served. The last presentation was made in May of 2017 and there will be an updated presentation in May of 2018. Included in the pdf referenced in this section is a signature page of those in attendance at that board meeting.**

**Dorchester Public School Web Site (5.1 Compacts on Web Site.pdf) - A current English and Spanish version of our Compact is housed on the school web site. Staff, students, parents, and patrons can access the document at any time.**

**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.*

**Dorchester Public School has a board approved Parental Involvement in the Title I Program Policy, Parent Involvement Procedures, and also a new to the 2017-2018 school year 5063A Dorchester Public School Combined District and School Title I Parent and Family Engagement Procedures document. These documents are reviewed frequently throughout the year with numerous audiences who are given the opportunity for input.**

**Evidence:**

**5064 Parental Involvement In the Title I Program Policy and Title I Parent Involvement Procedures (5.2 Title I Board Policy and Procedures.pdf) - The**

**policy is board approved, whereas the procedures are not board approved. They are reviewed by the school board on an annual basis and review dates are noted on the documents.**

**5063A Dorchester Public School Combined District and School Title I Parent and Family Engagement Procedures (5.2 5063A English Parent and Family Engagement.pdf; 5.2 5063A Spanish Parent and Family Engagement.pdf) - This is a document new to the 2017-2018 school year which reflected the addition of language that fulfills the new requirements. At this time, we distribute this document as well as the above documents at all opportunities that are presented to review Title I policy and procedures. This document is available in both English and Spanish.**

**Fall School Newsletter (5.2 District Newsletter Policy Procedures.pdf) - Each fall the Title I Policy and Procedures are included in the school district newsletter so all parents, students, and patrons have access to the information. They are encouraged to contact the school if they have any questions.**

**Annual Title I Mini-Meetings (5.2 Title I Annual Mini-Meetings.pdf) - Title I Policies and Procedures are included on the agenda for the Annual Title I Mini-Meetings which are held on the same day as parent teacher conferences. Parents have the choice of three times to attend the meeting so it is available to all that wish to attend. The opportunity is given to review and give input on the Title I Policies and Procedures. The signature page is included in this pdf.**

**Title I Informational Envelope (5.2 Title I Informational Envelope.pdf) - All parents of students who receive Title I assistance are given this envelope in the fall. It contains various Title I documents. Included is a current copy of the Title I Policies and Procedures. The envelope is labeled for the year with the plan that parents will add any new information they receive to that envelope for that school year.**

**Title I Self-Review/Accountability Meeting (5.2 Self Review/Accountability Meeting.pdf) - This meeting is held in conjunction with second semester parent teacher conferences. The Title I Policies and Procedures are on the agenda. Included in this pdf is the signature page from the meeting.**

**Title I Board Presentation (5.2 Title I Board Presentation.pdf) - A Title I presentation is made annually at the board meeting in May. Included in**

**this pdf is the slideshow that 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.**

**District Web Site (5.2 Title I Link.pdf) - The Title I Policies and Procedures have been added to the Dorchester Public School Web Site. Parents and Patrons may access the most updated copies of these documents.**

<b>5.3</b>	<i>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.</i>
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**Dorchester Public School offers numerous opportunities for parents to receive training as well as be involved in the school community.**

**Evidence:**

**Back to School Open House and Homework Tip Training (5.3 Open House Homework Tips.pdf) - An open house was held on August 15, 2017 so students could meet their classroom teachers and see their classrooms. A Title I Homework Tip Training was also held for families. Information was also shared on creating a routine at the beginning of the school year. The pdf shows the materials that were shared as well as the signature page of those in attendance.**

**Annual Title I Mini-Meetings (5.3 Annual Title I Mini-Meetings.pdf) - The Annual Title I Mini-Meetings were held on October 12, 2017. In addition to the regular business, discussion on the new math and reading series was held as well as discussion on math and reading interventions. The signature page of those in attendance is included with the agenda in this pdf.**

**Parent Training (5.3 Parent Training.pdf) - A parent training was held on March 8, 2018 regarding parent access to student accelerated reader information as well PowerSchool. A signature page is included with the pdf file. The information was sent home in both English and Spanish.**

**EPAC Reading Carnival (5.3 EPAC Reading Carnival.pdf) - A yearly event sponsored by our elementary parent advisory group is held each April. The purpose of this event is to bring together students and their families to celebrate reading. The poster in this pdf is from last year. The date for this year's carnival is April 6, 2018. We have a translator available to help**

where needed with our Spanish speaking families.

**Title I Newsletter (5.3 Title I Newsletter.pdf) - The Title I Classroom Newsletter is sent home periodically throughout the school year. It highlights information related to Title I programming and activities. This newsletter is sent home in both English and Spanish as noted by the pdf.**

**Academic Articles (5.3 Academic Articles.pdf) - The district subscribes to Parents Make the Difference Newsletters. Two articles are included in each district newsletter that is mailed to patrons and families. The articles are included both in English and Spanish.**

**Parent Teacher Conferences - These are held one time each semester during the school year. We have two translators available so that families can complete their conferences in the primary language spoken in their home.**

**Planners/Longhorn Folders (5.3 Planner.pdf; 5.3 Folder.pdf) - All students are given a Dorchester School Student Planner provided by the parent advisory group. This serves as a way to communicate with parents on a daily basis regarding homework and important information.**

## 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.*

**There are many procedures in place to help students transition into the Dorchester Public School in a positive manner.**

**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 effectively into kindergarten.**

**Kindergarten Registration and Round-Up (6.1 Kindergarten Registration and Roundup.pdf) - Kindergarten Registration and Kindergarten Round-Up are held at each spring. Translators are available to help families so all information is shared in the primary home language. The dates for this year's events are March 27 and March 29. The invitation is shared in both English and Spanish.**

**Parent/Guardian Input Form (6.1 Parent Guardian Input Form.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.**

**Fall Open House (6.1 Fall Open House.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.**

**Coordination Day (6.1 Coordination Day.pdf) - Coordination Day is held at least five times per school year. 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 at risk students transition into kindergarten.**

**Prekindergarten to Kindergarten Transition Plan (6.1 Prekindergarten to Kindergarten Transition.pdf) - A component of our state approved Dorchester Public School Preschool Plan is the document contained in this pdf. This is the first year the district has operated a preschool. 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 read together with elementary students, and recess play overlaps at least one time per week.**

**6.2**

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

**Many activities are in place that help facilitate transition for our students**

from elementary school to middle school/junior high.

**Evidence:**

**Fall Open House (6.2 Fall Open House.pdf) - An open house is held in the fall so students can meet their junior high teachers and place their materials in their lockers. This is a wonderful transition into the first day of school so they know where their classrooms are located, who their new teachers will be, and also where they will store their belongings.**

**Youth Frontiers Kindness and Respect Retreats (6.2 Youth Frontiers.pdf) - Our fifth grade and seventh grade students participate in the Youth Frontiers retreats at the beginning of each school year. This program not only encourages positive transition from elementary to junior high, but also give students the opportunity to network with students from adjoining school districts in a positive manner.**

**Guidance (6.2 Guidance Opportunities.pdf) - Our guidance counselor 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. She often includes news articles in our district newsletter regarding topics and projects they are completing at the junior high level.**

**Middle School Model (6.2 Middle School Model.pdf) - Our 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students follow a middle school model for their core classes. The junior high math and science teacher is the instructor for 6<sup>th</sup> grade math and science. This model serves as a positive transition model for our upper elementary students as they enter junior high.**

**DARE (6.2 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.**

<b>6.3</b>	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary) Supporting documentation may also be placed in the corresponding folder.</i>
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**Not Applicable - Elementary Only Program**

<b>6.4</b>	<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</i>
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documentation may also be placed in the corresponding folder.

## **Not Applicable - Elementary Only Program**

### **7. Strategies to address areas of need**

**7.1**

*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.*

**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:**

**ZAP Time (7.1 Elementary Schedule.pdf) - Many of our elementary classrooms offer ZAP Time (Zeros Aren't Permitted) which allows students to access help from core teachers during the school day.**

**Summer Math and Reading Camp (7.1 Summer Camp Invitation.pdf) - Summer Math and Reading Camp is held for 5 days in June and 5 days in July. Students participate in two math sessions and two reading sessions each day. Snacks and activity time are also provided during this camp. The dates have been set for this upcoming summer in June and July so preparation is already taking place for 2018.**

**Community Volunteer - We have a community volunteer who comes in on a daily basis to provide reading assistance to our first grade students.**

**High School Teacher Assistants - Dorchester Public School has high school students who are assigned to elementary classrooms during the day to provide extra help where needed.**

**Summer Library (7.1 Summer Library.pdf) - Our school library conducts a summer reading program. The school library is also open for book checkout throughout the summer. The information from the 2017 program is included in the pdf.**

**Summer Reading Opportunities (7.1 Summer Reading Opportunities.pdf) - A list of summer opportunities in surrounding locations is compiled and distributed to elementary students. If students spend time at daycare in other communities, this alerts them to opportunities for summer skill**

practice. The information from summer of 2017 is included in this pdf. It will be updated for summer 2018.

**HAL (7.1 HAL.pdf) - Our Dorchester Public School HAL Program meets weekly after school as well as in the summer. This provides opportunities for high ability learners to extend their skills.**

**Reading Classic (7.1 Reading Classic.pdf) - 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.**

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

<b>8.1</b>	<i>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.</i>
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### **Evidence:**

**Title I (8.1 Data Meeting Agenda Sample.pdf) – Reading and Math interventions are provided to students as the DPS RtI decision rules are followed. Coordination takes place during reading and math data meetings and Coordination Days. (Title I – Federal Funding for 0.5 FTE Title I Teacher; Additional District Funding for three periods of math intervention time)**

**Head Start – Head Start is contacted at least on a yearly basis to determine if we have any incoming kindergarten students who were accessing their services. Participation in Head Start information allows us to better plan for our kindergarten students. (Title I - Federal Funding)**

**Resource/Special Education (8.1 Coordination Day Agenda Sample.pdf) – Materials for interventions which have been purchased for use in resource and special education classes are also available on an as needed basis in classroom and Title I intervention if the need has been determined at data meetings or at coordination days. The resource personnel are involved in monthly reading and data meetings, coordination days, and end of year**

**data meetings. (IDEA Funding {CEIS}, REAP {Federal})**

**Regular Education – Regular education teachers are very involved at reading and math data meetings and coordination days. They are the first people who provide classroom interventions as notated in our DPS reading decision rules. (District Funding)**

**School Improvement Team (8.1 2017-2018 DPS School Improvement Plan.pdf) - This team is responsible for the DPS Continuous School Improvement Plan that is the backbone of our conversations in the district. (District Funding)**

**EL – We have a very active EL program. The teacher is involved in reading and math data meetings and coordination days in order to help determine where she can be most effective with students. She is actively involved in providing reading interventions for our students. (State Funding/District Funding –Consortium through ESU 6)**

**Guidance – When there is a need, our guidance teacher attends coordination day and helps us determine best next steps for our at risk students. She also meets with students individually when needed. Steps are in place that students can access Doane College practicum counselors through our guidance office.(District Funding)**

**Student Assistance Team (8.1 SAT Meeting Log.pdf) – The Dorchester Public School SAT and Rtl processes are aligned so that we are not duplicating information or forms, but rather working together for a positive end result. We have a very active SAT team. This is due to the fact that we have a strong process in place and it is being used effectively. (District Funding, State Funding, CEIS Funding)**

**Summer Math and Reading Camps (8.1 Summer Camp Invitation.pdf) – These camps help extend the learning year for our most at risk students. Students are invited to participate. (Local Funding)**

**Summer Reading Program in DPS School Library (8.1 Summer Library.pdf) – The school library hosts a summer reading program for students that is advertised beginning in the spring district newsletter. (Local Funding)**

**Contracted Rtl/MTSS Coach - Our district has a contracted Rtl coach who works in our district six days per school year. We will be increasing those**

**days to eight contracted days for the 2018-2019 school year as we transition to the new MTSS model and implement our new reading series. (Local Funding)**