

**☰ Title 1 Review Bruning-Davenport US...
BruninUSD #85-2001
Targeted Assistance School Program
Title 1
ESSA
2025-26 School Year Monitoring
Checklist**

**Superintendent:
Mr. Kelly Lampe**

**Principals:
Mrs. Melinda Kerwood (Davenport building)
Mrs. Ruth Kowalski (Bruning building)**

**Title 1 Teacher/Director:
Mrs. Jen Krupicka**

- 1. Title 1 Program Description**
- 2. Identification of Children From Eligible Population**
- 3. Targeted Assistance Instructional Strategies**
- 4. Title 1 Funded Personnel & Time and Effort Logs**
- 5. Title 1 Professional Development**
- 6. Strategies to Increase Parent Engagement**
 - **Title 1 School-Parent Compacts**
 - **Title 1 Parent and Family Engagement Policies**
 - **Parent Notification**
- 7. Transition Plan**
- 8. Opportunities to Strengthen the Academic Program**
- 9. Additional Options for Use of Title 1, Part A Funds**
- 10. Qualified Paraprofessionals**
- 11. Homeless**

Title 1 Program Description

Title 1 School-Parent Compacts

**Key information will be shared during the annual meeting Oct. 9, 2025-
Bruning Davenport Schools**

What is Title 1?

- It is a federally funded program with the goal of helping all students meet challenging state academic standards. Title 1 is designed to provide additional academic support and learning opportunities for students.
- Grades K-5 receive intervention and instruction in reading and math

Curriculum & Assessments

- Title I teachers assess, review, and analyze test data. At the beginning of the school year, Title I teachers make a list of students by grade level who haven't mastered reading and math skills.
- Title I teachers develop lesson plans and work with at-risk students to help them master reading, language, and math skills. This includes pre-teaching or reteaching reading and math concepts and vocabulary words. The Title 1 teacher pulls students out of the regular classroom and teaches them individually and/or in small groups. In the middle of the school year, testing is repeated and a new list of students who didn't master skills is given to the intervention team, and the same process is used. Finally, tests are given in the spring and progress is monitored in students who continue to be unable to master grade level skills.
- Title I teachers collaborate with classroom teachers about the instruction and needs of the students.

Funding

- Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) provides financial assistance to local educational agencies for children from low-income families to help ensure that all children meet challenging state academic standards.

- The majority of Title I funds are allocated at the district level in all states, based on mathematical formulas involving the number of children eligible for Title I support and the state per pupil cost of education

Parent Involvement

- Parental involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school
 - That parents are full partners in their child's education.

The School-Parent Compact

- A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.

School Report Card <https://nep.education.ne.gov/>

Annual meeting Oct. 9, 2025 @ Bruning Davenport Schools

- Title I Annual Meeting - Questions and Answers
 - ☐ Key Information
 - ☐ Title I Purpose
 - ☐ Frequency
 - Reading - 15-20 min 3-5 times per week
 - Math - 15-20 minutes 3-5 times per week
 - ☐ Staff
 - Mrs. Jen Krupicka - Title I Teacher
 - ☐ Targeted Plan
 - ☐ Flexibility with grouping and materials
 - ☐ Curriculum
 - Reading - Into Reading HMH Houghton Mifflin Harcourt
 - Math - Everyday Mathematics, McGraw Hill
 - ☐ Assessments
 - Grades K-5 Reading Acadience

Helps to detect K–6 students who are at risk for early reading difficulties in order to provide timely instructional support and prevent the occurrence of later reading difficulties

Grades K-5 MAP Growth Reading and Math

Provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level

Grades 2-5 Renaissance STAR

Shows a student's academic performance and growth in reading, identifying strengths, weaknesses, and skills readiness (A computer-adaptive test that adjusts to a student's ability, providing teachers with data to personalize instruction and support individual learning paths)

Grades K-5 Fastbridge Reading and Math

Provides comprehensive, research-based assessments that identify student learning needs in reading and math. The platform uses universal screening to identify students at risk and progress monitoring to track growth, then provides data-driven insights and intervention recommendations to help teachers tailor instruction to each student.

Title Parent Handbook

- ☐ Parent Involvement
- ☐ Policy and Procedures
- ☐ 5057 District Parent and Family Engagement Policy
- ☐ 5057.1 Parent Involvement in Title I
- ☐ 5057 - A Parent and Family Engagement
- ☐ Compacts
- ☐ School-Parent Compact (updated annually)
- ☐ School Report Card
- ☐ NDE - State and District Report Card
- ☐ School Improvement

Identification of Children From Eligible Population Bruning Davenport Public Schools

Title 1 Math and Reading Intervention Program Guidelines and Student Selection Criteria

Purpose:

The purpose of the Title 1 Math and Reading Intervention Program is to provide additional instruction for students identified as at risk of failing to meet the state's academic achievement standards in reading

Title 1 Math and Reading Program Guidelines:

- The program serves qualifying students in Kindergarten through 5th grade.
- The program offers supplemental math and reading services and those provided in the regular classroom.
- Most intervention groups will meet 3-5 times per week for 15-20 minutes per day

Student Selection Guidelines:

- Students will be identified for Math and/or Reading intervention groups using multiple screeners such as Acadience, MAP, STAR, Fast Bridge, and teacher recommendations
- Students will earn points using a rank-ordering system (see below). The number of points earned by each student will be divided by the number of points possible at the grade level, resulting in a percentage of points. Students will be ranked based on this percentage. Students earning over 50% of points will be eligible for service
- If more students are identified than can be served, students in the highest ranks will be served before service is extended to any lower-ranking student
- Students with an IEP that includes Math and/or Reading goals are not eligible for Title 1 support in that area

Exit Criteria:

- Students will be ranked after each benchmark period. Students are considered for dismissal from services when they no longer rank in the high or moderate need category on most qualifying criteria
- The Title 1 teacher and classroom teacher will discuss the student's progress before determining if the student will be dismissed from the program
- A letter will be sent to parents informing them of the student's progress, outlining the data and information used to make the decision to dismiss the student from services, and asking for parent consent to either discontinue or continue Title 1 services

Letter to parents:

Parent Notice of Discontinuance of Title 1 Services

To: _____

Date: _____

From: Mrs. Krupicka (Title 1 Teacher)

_____ has successfully reached Benchmark goals for his/her grade level on District Testing in the area of Reading and or Math, and therefore is eligible for dismissal from the Title 1 Program at this time according to Title 1 Exiting Criteria #3 which states the following: 3.) If at any time the classroom teacher sees that the student has reached the standards, then a discussion will take place regarding monitoring the performance of the student. This can be done in regards to the student not attending Title 1 services and being monitored in the classroom. This will be a joint decision made by teachers and parents.

Please return this letter signed and dated if you agree or disagree.

Sincerely,

Jen Krupicka, Title 1 Teacher

_____ Yes, I would like my child to discontinue Title I Reading/Math services at this time.

_____ No, I would like my child to continue with Title 1 Reading/Math services at this time.

_____ Date: _____

Signature: (Parent/Legal Guardian)

Reading Intervention Program Student Selection Criteria Point System

- Acadience Testing (Grades K-5)
 - Well below benchmark (4)
 - Below benchmark (3)
 - At benchmark (2)
 - Above benchmark (1)

- MAP Testing (Grades K-5)
 - 15%ile or below = High Need (5)
 - 16%ile to 25%ile = High/Moderate Need (4)
 - 26%ile to 35%ile = Moderate Need (3)
 - 36%ile to 45%ile = Moderate/Low Need (2)
 - 46%ile to 50%ile = Low Need (1)

- STAR Reading (Grades 2-5)
 - 10%ile or below = High Need (4)
 - 11%ile to 24%ile = High/Moderate (3)
 - 24%ile to 39%ile = Moderate (2)
 - At/Above 40%ile = Low (1)

- Fast Bridge (Grades K-5)
 - High Risk !! (Below 15 %ile) = High Need (3)
 - Some Risk ! (15-39 %ile) = Moderate Need (2)
 - Low Risk (40-99 %ile) = Low Need (1)

- Teacher Input (see rubric)
 - 11-12 points = High Need (4)
 - 8-10 points = Moderate Need (3)
 - 6-7 points = Moderate/Low Need (2)
 - 4-5 points = Low Need (1)

Teacher Input Rubric (READING)

Criteria: Low Need (1) Moderate Need (2) High Need (3)

Fluency

1. Reads fluently and understands most of the time with limited errors

2. Requires some support with fluency and some errors; shows deficits in understanding
3. Requires significant support in fluency and lacks understanding of the text

Vocabulary

1. Uses and understands vocabulary at grade level most of the time
2. Requires some support to use and understand grade-level vocabulary
3. Requires significant support to use and understand grade-level vocabulary

Comprehension

1. Uses grade-level comprehension strategies to understand the text thoroughly
2. Requires some support to understand grade-level text
3. Requires significant support to understand grade-level text.

Independence

1. Completes most language arts tasks independently
2. Requires some support to complete language arts tasks
3. Requires significant support to complete language arts tasks

Math Intervention Program

Student Selection Criteria Point System

- MAP Testing (Grades K-5)
 - 15%ile or below = High Need (5)
 - 16%ile to 25%ile = High/Moderate Need (4)
 - 26%ile to 35%ile = Moderate Need (3)
 - 36%ile to 45%ile = Moderate/Low Need (2)
 - 46%ile to 50%ile = Low Need (1)
- Fast Bridge (Grades K-5)
 - High Risk !! (Below 15 %ile) = High Need (3)
 - Some Risk ! (15-39 %ile) = Moderate Need (2)
 - Low Risk (40-99 %ile) = Low Need (1)
- Teacher Input (see rubric)
 - 11-12 points = High Need (4)
 - 8-10 points = Moderate Need (3)
 - 6-7 points = Moderate/Low Need (2)

- 4-5 points = Low Need (1)

Teacher Input Rubric (MATH)

Criteria: Low Need (1) Moderate Need (2) High Need (3)

Number Sense Accuracy

1. Demonstrates quick mental math skills
2. Shows developing mental math strategies
3. Requires significant support with mental math skills and strategies

Mathematical Independence

1. Independently solves problems, explains reasoning clearly, and self-checks work without prompting
2. Solves most problems independently with occasional teacher guidance; generally explains basic reasoning
3. Requires frequent teacher support; struggles to solve problems or explain mathematical thinking

Mathematical Vocabulary

1. Uses precise mathematical language correctly and spontaneously
2. Uses basic mathematical vocabulary with some accuracy
3. Struggles to use appropriate mathematical terminology

Computational Fluency

1. Demonstrates rapid, accurate recall of number recognition and/or math facts appropriate for grade level
2. Shows developing fluency with some number recognition and/or math facts appropriate for grade level; occasional hesitation.
3. Significant difficulty recalling number recognition and/or math facts appropriate for grade level

Targeted Assistance Instructional Strategies

Core Curriculum

- Reading - Into Reading 2023 HMH Houghton Mifflin Harcourt
- Math - Everyday Mathematics Fourth Edition McGraw Hill

Tier 2 Interventions (Reading)

- Phonics for Reading
- UFLI
- Amira
- Fastbridge Interventions
- Six Minute Solutions
- Acadience Progress Monitoring
- Heggerty Phonemic Awareness
- Road to Code
- Sound Partners
- Accelerated Reader (AR)

**The Title 1 teacher collaborates with the classroom teacher on a regular basis to ensure that the reading needs of each student are being met.*

Tier 2 Interventions (Math)

- Everyday Math (core curriculum)
 - Math intervention is at grade level. The students work on skills that the regular education students, in their grade level, are working on.

**The Title 1 teacher collaborates with the classroom teacher on a regular basis to ensure that the math needs of each student are being met.*

■ Reading - 15-20 min 3-5 times a week, students pulled during noncore instruction time

■ Math - 15-20 minutes 3-5 times per week, students pulled during noncore instruction time

● Staff

■ Mrs. Krupicka - Title I teacher

● Targeted Plan

■ Flexibility with grouping and materials

- **Assessments**

- K-5 Acadience (Reading) makes it easier to detect students who are at risk for early reading difficulties in order to provide timely instructional support and prevent the occurrence of later reading difficulties.
- K-5 MAP Growth (Reading and Math) provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level.
- 3-5 NSCAS Growth (Reading and Math) provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level.
- 2-5 STAR Renaissance (Reading) shows a student's academic performance and growth in reading, identifying strengths, weaknesses, and skills readiness (A computer-adaptive test that adjusts to a student's ability, providing teachers with data to personalize instruction and support individual learning paths)
- Fastbridge (Reading and Math) provides comprehensive, research-based assessments that identify student learning needs in reading and math. The platform uses universal screening to identify students at risk and progress monitoring to track growth, then provides data-driven insights and intervention recommendations to help teachers tailor instruction to each student.

Title 1 Funded Personnel

Time and Effort Logs

- **Funding**

- \$39,563 of federal funding is used for the Intervention, Title 1, teacher's salary
- BDS contributes the remainder for the Title 1 teacher's salary

Semi-Annual Certification

Activity Report for Employee Coded as Federal Grant (TITLE)

School Year 2025-2026

Bruning-Davenport USD - 85-2001

Davenport Elementary

Employee: Jen Krupicka

Certification Period:

1st Semester: 8/13/2025 – 12/29/2026

Type of Schedule: Semi-Annual

Program or Cost Objective	
Title 1 Funds: Improving the Academic Achievement of the Disadvantaged	36%
General Funds	64%
TOTAL	100%

I certify that I performed work consistent with the attached schedule and as distributed in the above percentages during the Certification Period.

Employee Signature

Date

I certify that I have firsthand knowledge that the above employee performed work consistent with the attached schedule and distributed in the above percentages during the Certification Period.

Professional Development Integrated into the Regular School Planning and Improvement Efforts

Bruning Davenport strives to use scientifically based research strategies as the instructional foundation in all PK-12 classrooms.

- The District has committed to the Marzano Institute through ESU#5. It involved training and implementation of the framework outlined by Robert Marzano in “The Art and Science of Teaching”. The Administration at Bruning Davenport established the expectation that these strategies be used routinely by every teacher and have restructured the evaluation process to align with Marzano’s Instructional Strategies.

- Our district has also implemented MTSS. MTSS stands for [Multi-Tiered System of Supports](#), which is an educational framework that provides students with academic and behavioral support. It uses a data-driven, multi-level approach to ensure all students, including those with learning or behavioral challenges, receive the help they need to succeed.

How it works:

- Tiered support: The system uses a continuum of supports, typically broken into three tiers.
 - Tier 1: All students receive high-quality, evidence-based instruction in the general education classroom.
 - Tier 2: Students who are not meeting benchmarks receive additional, targeted support in small groups.
 - Tier 3: Students who continue to struggle receive intensive, individualized interventions.
 - Proactive approach: MTSS is a proactive, preventative framework designed to address student needs before they become major problems.
 - Comprehensive support: The framework addresses a wide range of needs, including academic, social-emotional, and behavioral support.
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- Our district has also implemented “WIN Time”, an acronym that stands for What I Need. WIN is a structured, flexible block of time built into the school day. The purpose is simple, to meet students where they are and provide targeted support. During this time, students engage in activities specifically tailored to their current needs, whether it’s academic intervention, enrichment, or reinforcement of skills.

How It Works:

- To determine what activities and groups students will participate in during WIN time, our staff takes a data

driven approach to these groups which includes gathering data from Fast Bridge assessments, progress monitoring data, and more. The groups are flexible based on needs which means that they can change over time and ensures all students are included. WIN time also involves focused instruction from classroom teachers, specialists, or other support staff that leads small groups activities such as counseling or behavior supports.

- WIN Time is important because it addresses the diverse needs of all students, ensuring they have the opportunity to succeed. For students who need extra support in areas like reading or math, WIN time provides targeted interventions that help close learning gaps without interrupting their regular classroom instruction. At the same time, advanced learners benefit from the chance to explore challenging topics, fostering creativity, critical thinking, and a love of learning. By tailoring activities to meet students where they are, WIN Time promotes equity, ensuring that every child, regardless of their starting point, has access to the resources and opportunities they need to thrive.
 - Each grade level's WIN time may look a little different, but may include time with specialists as stated above, but also includes rotations in the classroom such as independent reading, writing activities, digital learning time, work at the 'teacher table', and more.
-
- Teachers participate in workshops and conferences in relation to effective reading and math strategies as well as in areas of differentiation of instruction.
 - Bruning Davenport implements Professional Learning Communities (PLC) groups that meet. This time is utilized for curriculum analysis, standards alignment, collaborative planning between grade levels, and data meetings.
 - The staff at Bruning Davenport School has a curriculum workshop in the fall of each year to work on curriculum alignment to state standards.

- The Title 1 teacher attends professional development workshops that are typically held at the beginning, middle, and end of each school year. The following is the agenda for the first meeting that was held for the 2025-26 school year:

ESU 5 Reading Coordinator Network
@ ESU #5
September 23, 2025
9:00 - 2:30

❖ Welcome & Introductions

- New @ ESU #5
 - Regional Literacy Coach
 - PD Team / Data Steward

What's New for your district?

❖ Nebraska Literacy Project updates - Joni

- CLSD grant
 - EC LETRS, LETRS licenses, stipends
 - Tutoring
 - EC Coaching
 - Ready Rosie
- Roadshows, Regional Literacy Coaches, Tricia
[Flyer and Registration](#)
- Approved Screeners
 - Nebraska Revised Statute 79-11, 157.01
 - includes a legislative reporting requirement that must be completed on or before September 1. To support districts in engaging stakeholders around what data reveals, we have developed the

Communicating Nebraska Revised Statute 79-11, 157.01 Data to Stakeholders [document](#).

This resource outlines each component of the collection and offers potential explanations for the questions included

- Future direction
 - This data should be your “go to” source for making data based decisions, especially in K - 3. Please help ensure your teacher and principal access & knowledge.
 - [Communication](#) from Olivia at the DAC meeting September 19th regarding the approved screeners
- [Instructional Practice Guides for ELA and Foundational Skills](#), Tricia
- [IPG](#)
- Training opportunities, expectations for use / data collection, the CLSD connection
- Literacy Comprehensive Needs Assessment L-CNA
- Expected annual completion to show progress
- “Adequately Trained” teachers of 4 year olds - 3rd grade
- LETRS, Cohort 1, Volume 2
 - LETRS, Cohort 2, Volume 1
 - Speech to Print series - update on approval seeking process
 - Prepare for additional data collection for NDE
- Nebraska READS
- Please double check your procedures to ensure you are meeting the requirements, reach out if you would like to review
 - Screening
 - Timelines
 - Parent Communication
 - IRIP development

- Be ready for annual spring [data collection](#)
 - IRIP - I have a couple of additional samples if anyone is looking to refresh their template
- [NSCAS Update](#) - looking ahead, Amy
 - Statewide Testing overview
 - Constructed Response
- NE Literacy Leadership Network
- ❖ Continuing the Conversation about *teaching* Comprehension
 - [“No More Strategy of the Week”: Considerations for Connecting Comprehension Instruction Back to the Book”](#)
 - [Authors on Melissa & Lori Love Literacy Podcast](#)

- ❖ Nebraska MTSS Summit
<https://nemtss.unl.edu/2025-summit/>
 *Literacy focus

- ❖ Discussion Items:
 * *Please add your name by your topic*

I would like to know what kinds of strategies that districts using CKLA have found to make the listening/knowledge portion more engaging - Stacy

HAL enrichment ideas/programs - Stacy

STEM kits:
<https://www.gocivilairpatrol.com/programs/aerospace-education/programs/stem-kits/available-stem-kits>

If anyone has recently gone through the Title 1 Review, I would love pointers on how to make it less stressful! 😊

- Michelle

Any pros at ReadWorks? We are looking at using this with our middle school interventions.

- Michelle

I had registered for a “Supplement to your Curriculum” webinar from Readworks. Maybe you will find something in the video helpful. It is only about 30 minutes long. The first 5 minutes are just people signing in.

[Readworks Webinar](#)

This was shared with me from a SPED teacher. Close out of the video and the page will appear-Jenny

The below link is for CKLA aligned passages on roadworks. These can be assigned on Google Classroom as well.

ReadWorks | Award-Winning, EdTech Nonprofit Organization [ReadWorks | Award-Winning, EdTech Nonprofit Organization](#)

[EL Networking](#)

Strategies to Increase Parent and Family Engagement of Identified Title 1 Students

[Title 1 School-Parent Compacts](#)

Parents are invited to attend the annual Title 1 meeting. At the meeting handouts are given with resources for at home success in helping students learn. These are the Reading Roadmap and the Nebraska READS brochures from the Nebraska Gov. Nebraska Reads resource site.

The parents each receive the Read-At-Home plan for Student Success (K-3).

Parents are invited to give their input on the compact and the Title 1 Program at Bruning Davenport School.

Parents are invited to an Open House, to meet and greet the Title 1 teacher.

Parents are invited to Parent Teacher Conferences in the fall, where students' assessment results from the beginning of the school year are shared with parents. Parents are told that the assessment results help me to know what areas to focus on while students are with me in the Title 1 classroom. I share these results with parents to help them better know how their children will progress toward grade level skills. The test results provide us a great source of information on what skills might need more practice, intervention, and support. Also, with all assessments, many factors play a role on test results. The reports are meant to be resources to learn more about what their children know. In our school, all students are assessed to see what their needs are and how we can best help them learn and achieve.

The teacher's host a Grandparents' Day in the fall, to play games and do activities with the children at the school.

The Title 1 teacher sends home books and fluency reading with students to practice at home with parents.

Newsletters from the Title 1 teacher are sent home frequently to explain what the students are doing and learning in reading and math.

The PTO invites parents to participate in activities that go on at the school. The PTO does a fundraiser for these activities.

Letters are mailed to parents to let them know how the program works and how their child is identified for Title 1 services and also dismissed from the program.

At mid-year and at the end of the year, parents are again notified if there are changes based on assessment scores and teacher recommendations for participation in the Title 1 program. Parents give their input on the decisions for this as well.

Examples of parent notification:

Parent Notice of Title I Services

TO:

Date: August 10, 2025

From: Mrs. Jen Krupicka, Title I Teacher

_____ is eligible to receive supplementary services in the area(s) of _____ provided through the Title I program for the 2025-2026 school year. This service is provided to your child without financial obligation. Title I services allow your child to work in small groups with me for approximately 15-20 minutes a day, supplementing classroom instruction. Please fill out and sign the form at the bottom of this page giving us permission to enter your child in the Title I program. Title I services will begin as soon as the form below is returned. Also please read the 'Parent-Student-School Compact' with your child. Please sign and have your child sign the appropriate areas, and return the 'compact' along with the form on the bottom of this page. We would very much appreciate working with you in helping your child excel in our educational system.

The primary goal and mission of Title I is to help your child become a successful learner. If you have any questions regarding this service, please feel free to contact me, Jen Krupicka. I am looking forward to working with your child.

Sincerely,

Jen Krupicka

Title One Teacher

402 364 2225

_____ Yes, I would like my child to participate in Title I.

_____ No, I understand that Title I services are available; however, I do not wish to

have _____ participate in the services at this time.

_____ Date: _____

Signature: (Parent/Legal Guardian)

Hello parents!

October 2, 2025

I would like to invite you to a Title 1 annual meeting during parent teacher conferences on Thursday, October 9th. Please stop by at the Bruning School, and I will share with you information about the Title 1 program. You may visit me anytime that is convenient for you during scheduled parent teacher conferences. I will have a sign-in sheet,

parent involvement handouts, and treats for the students. I am looking forward to seeing you then!

Topics to be discussed at the meeting:

- ☐ Title 1 goals
- ☐ Title 1 purpose
- ☐ Curriculum and assessments
- ☐ Funding
- ☐ Parent involvement & Support

Thanks!

Jen Krupicka

jkrupick@bdstorm.org

(402) 364-2225

Title I Annual Meeting-Questions & Answers

October 9th, 2025

Who is the Title 1 teacher?

- Mrs. Jen Krupicka

What is the Purpose of Title 1 Services?

- To ensure that all children have access to a high-quality education, regardless of their socioeconomic background
- To provide financial assistance to schools with large concentrations of low-income students

What are the Goals of Title?

- Closing educational achievement gaps
- Helping students meet state academic standards
- Providing resources for students, teachers, and parents
- Offering professional development for teachers

What is the Frequency of Title 1 Services?

- Reading - 15-20 min 4-5 times a week
- Math - 15-20 min 4-5 times a week

What is the Targeted Plan of Title?

- Provides supplemental services to students who are at risk of failing to meet state academic standards
- Flexibility with grouping and materials

Which Curriculums are Being Used?

- Reading - *Into Reading, HMH Houghton Mifflin Harcourt*
- Math - *Everyday Mathematics, McGraw Hill*

What Assessments are Used to Determine Eligibility for Title?

- *K-5th Reading Acadience*
 - An assessment that makes it easier to detect K-6 students who are at risk for early reading difficulties in order to provide timely instructional support and prevent the occurrence of later reading difficulties.
- *K-5th MAP Growth Reading and Math*
 - Assessments that provide teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level.
- *3rd-5th NSCAS Growth Reading and Math*
 - Nebraska has embarked on a transition to an adaptive through-year assessment model, one which combines the best of MAP Growth and the NSCAS General Summative test, builds on the work Nebraska educators have done statewide to create an assessment system that is instructionally useful, meaningful to students, and connected to classroom practice. NSCAS Growth will be aligned to both the state standards and to the state summative blueprint. Adaptive outside of grade level and measuring growth, it will yield grade level performance data throughout the school year and produce summative proficiency scores at year's end.
- *Fast Bridge*
 - An assessment platform that offers educators tools for screening and progress monitoring in reading and math for K-12 students.

- It uses a combination of Computer-Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) to identify students' academic needs, inform the selection of appropriate interventions, and track student growth over time.
- FastBridge supports a [Multi-Tiered System of Supports](#) (MTSS) framework by providing timely, data-driven insights to help educators make informed decisions to support student learning.
-
- *Teacher Input*

What Specific Criteria is Used to Dismiss Students from Title?

- Student scores no longer rank in the high or moderate need category on most qualifying criteria
- Teacher recommendations
- Parent request

How are Title 1 Services Funded?

- Approximately \$39,500 comes from federal funding
- BDS contributes the remainder of the funding

What does Parent Involvement Mean in Title?

- Partnership
- Two-Way Communication
- Decision-Making
- Information Sharing
- Home-School Connection

- School-Parent Compacts-updated annually (Can be found in Title 1 Handbook)
- Annual Meetings
- Feedback and Input
- Support for Diverse Families
- Policy and Procedures
 - 5057 District Title 1 Parent and Family Engagement Policy (Can be found in Title 1 Handbook)
- School Report Card
 - NDE - Click on District; Click on State and District Report Card

WHO IS THE TITLE ONE TEACHER?







MRS. JEN KRUPICKA

Hello!

I am so excited to meet all of you and work with your kiddos! My goal this year is that your children will learn a ton and also have fun doing it!

Who Am I?

I have been a teacher for 29 years! I love teaching! It is a joy to get to know each and every student! I have taught Kindergarten, 1st, and 2nd grades but have spent the majority of my teaching years as the special education teacher at BD-USD. Last year I moved to the role of Title 1 teacher.

I live in Hebron, NE with my husband, three boys, and two cats.     I love being a mom!  We keep busy with all of our kids' sports and enjoy hanging out as a family... playing cards and board games, going fishing, watching football and movies, and taking vacations. Our favorites are Colorado for skiing and Mexico for some sun, but sometimes just being home together is the best! 

What Is My Role?

This is my second year as the Title 1 Teacher here at Bruning-Davenport. I help students in the areas of reading and math. We will work one-on-one or in small groups to increase their reading and math skills. We will do this with fun and engaging activities that reinforce and help the kids practice what is being taught in the classroom. We will set goals and monitor progress to make sure that they can see the improvements they are making!

Please Contact Me!

Please reach out to me if you ever have any questions, ideas, or concerns about your child. I would love to hear from you! I will do my best to communicate with you as well! By working together, we can provide the best education for your child! I am looking forward to it!

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What Parents Should Know About Title I

Title I of the Elementary Education Act provides financial assistance to state and local educational agencies to meet the needs of at-risk children. The goal of Title I is to provide instructional services and activities which support students in meeting the state's challenging performance standards.

What will Title I do for my child?

The Title I program will provide your child with extra educational assistance beyond the regular classroom when needed. The schools will identify the students who need the most educational assistance based on the criteria that the school has chosen. Students do NOT have to be from low-income families to receive Title I services.

Schools receive grant money through the federal government to serve students at risk of not meeting the standards for their particular grade level. The Bruning Davenport School District uses multiple sources of data to identify the students that are at risk. The sources include Measure of Academic Progress assessments in reading and math, and (The Nebraska Student-Centered Assessment System (NSCAS), pronounced “en-skass,” a statewide assessment system that embodies Nebraska’s holistic view of students and helps them prepare for success in postsecondary education, career, and civic life. It uses multiple measures throughout the year to provide educators and decision makers at all levels with the insights they need to support student learning.)

Acadience benchmark reading assessments, educational progress monitoring, teacher recommendations, etc.

What are the goals of the Title 1 Programs?

- Improve Teaching and Learning
- Enable participating students to meet the Nebraska State Standards.
- Funding received through Title I coordinates with and supplements the regular education program.

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Parents...

You can influence the success of your child in school more than any teacher or federal program.

By becoming an active participant in the Title I parent involvement plan at your school, you will:

- Serve as a role model, showing your child that you support his/her education
- Assure that you are aware of your child’s educational progress, thereby demonstrating how important that progress is to you.

- Teach your student that your input at the school is appreciated and that you support its efforts.

Research shows...

How well a child does in school depends a great deal upon how much their parents get involved in their education.

Transition Plan

Transition Plan 5.1 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).

Bruning Davenport opened a preschool. As part of that addition, we developed a transition plan for students moving into kindergarten. The transition includes visitation by the preschool students to the kindergarten classroom before the end of the current school year, occasional visits to the preschool classrooms by the kindergarten teachers so they can interact with the students, and Kindergarten Round-Up in the spring that brings the parents and their incoming children to the school. Grades K-5 have Step-Up Day in May allowing the current students to visit their teachers and classrooms for the upcoming year. There is also an Open House in August for parents and students to visit their new teachers and classrooms.

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). For fifth graders transitioning into middle school and eighth graders transitioning to ninth, a student orientation is held in early August. Students and parents meet with the 7-12 principal, guidance counselor, and teachers. For high school students, they take college trip visits. Seniors have a Life Skills Day.

Opportunities to Strengthen the Academic Program

Bruning Davenport Elementary offers additional direct instructional support to at-risk students outside the core curriculum.

Title 1 is offered to students to increase their opportunity to strengthen skills in reading and math. A more hands on and one to one opportunity is given to each student to meet their unique needs. Students are given fifteen to twenty minutes for reading and math.

An on-site preschool classroom increases the opportunity for students to learn. Currently all three and four year olds within the district have the opportunity to attend preschool.

Additional Options for Use of Title 1, Part A Funds

Qualified Paraprofessionals

Homeless

Homeless Children and Youth

Homeless students generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable state and federal law.

It is the school's policy not to stigmatize or segregate homeless students on the basis of their status of being homeless. Transportation for homeless students who enroll in the district shall be furnished by the district under the same guidelines applying to other students or if such transportation is necessary for compliance with federal law.

Each homeless child shall be provided services for which the child is eligible comparable to services provided to other students in the school selected regardless of residency. Homeless children shall be provided access to education and other services that such children need to ensure that they have an opportunity to meet the same student performance standards to which all students are held.

If a homeless child registered to attend school in the district is receiving family reconciliation services pursuant to state law, the district will work in cooperation with any county or department of social services in the district to jointly develop an educational program for the child. The district's homeless coordinator, Superintendent Kelly Lampe, may be contacted at (402) 364-2225.