

# 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:	Norfolk Public Schools
County Dist. No.:	59-0002-000
School Name:	Washington Elementary
County District School Number:	
School Grade span:	K-4th
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	Yes
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	Yes
Indicate subject area(s) of focus in this Schoolwide Plan.	Reading/Language Arts Math Other
School Principal Name:	Ryan Specht
School Principal Email Address:	ryanspecht@npsne.org
School Mailing Address:	1106 Phillip Ave Norfolk, NE 68701
School Phone Number:	402-644-2557
Additional Authorized Contact Person (Optional):	Liesel Powicki
Email of Additional Contact Person:	lieselpowicki@npsne.org
Superintendent Name:	Dr. Jami Jo Thompson
Superintendent Email Address:	jamijothompson@npsne.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	X Yes <input type="checkbox"/> No

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	x Yes <input type="checkbox"/> No
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<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Andrea Matteo</u>	<u>Teacher/Parent</u>
<u>Melissa Werner</u>	<u>Teacher/Parent</u>
<u>Ryan Specht</u>	<u>Administrator</u>
<u>Caitlin Bartlett</u>	<u>Teacher</u>
<u>Makayla Hansen</u>	<u>Teacher</u>
<u>Kady Malmberg</u>	<u>Teacher</u>
<u>Stefanie Ahlmann</u>	<u>Teacher</u>
<u>Brenda Oswald</u>	<u>Teacher</u>
<u>Erin King</u>	<u>Teacher</u>
<u>Megan Kallweit</u>	<u>Teacher</u>
<u>Katie Fite</u>	<u>Teacher</u>
<u>Liesel Powicki</u>	<u>Title 1 Teacher</u>
<u>Mary Klrby</u>	<u>Secretary</u>

<b>School Information</b> <i>(As of the last Friday in September)</i>			
Enrollment: 219	Average Class Size: 22	Number of Certified Instruction Staff: 14	
Race and Ethnicity Percentages			
White: 39 %	Hispanic: 52 %	Asian: %	
Black/African American: 6 %	American Indian/Alaskan Native: 2 %		
Native Hawaiian or Other Pacific Islander: %		Two or More Races: 4 %	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>			
Poverty: 78 %	English Learner: 20 %	Mobility: 13 %	

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP Growth (K-4th)	MAP Fluency (k-4th)
NSCAS (3rd-4th)	

*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>	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.</i></p> <p>Our work as a Professional Learning Community team is our systemic approach to:</p> <ol style="list-style-type: none"> <li>1. identify what our students know and are able to do in order to inform our instruction</li> <li>2. help us use data based decision making and make assessment decisions</li> <li>3. problem solve when our students need intervention or enrichment</li> </ol> <p>We use the PLC model to enhance the instructional and assessment opportunities for our students. When working in our building PLCs, we work with our grade level teaching partners and MTSS team approximately every six weeks to analyze and discuss all children, and especially students identified as “at-risk” of failing to meet state academic standards using our Multi-tiered Systems of Support (MTSS) framework, following the decision rules identified by our district. This process focuses on effective core whole group and small group instruction with our Wonders Reading and Envisions Math program and research based interventions for students needing supplemental and intensive support. At Washington, we have identified essential skills according to the priority standards in both reading and math. Teachers give pre-tests to all students, instruct, intervene accordingly and give post-tests following instruction to ensure learning of the identified essential skills. Using this data informs instruction and helps us make decisions in our problem solving process/MTSS framework.</p> <p>Through our data-based decision-making process using a combination of universal screeners, such as MAP Fluency and MAP Growth, and diagnostic, progress monitoring and common formative assessment measures, at-risk students may be recommended to our Student Assistance Team (SAT) if adequate progress has not been made. The team meets upon such student referral to discuss strategies and plan for further instruction, intervention, or possible special education referral as part of the progression through the MTSS framework.</p> <p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1.) <b>MTSS decision rules</b></li> <li>2.) <b>SAT form</b></li> <li>3.) <b>PLC Data Meetings/Agenda</b></li> </ol>
<b>1.2</b>	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p> <p><b>Survey 1. Open House Survey:</b> A brief, anonymous digital survey, using Google Forms, was completed by parents to better understand the experiences of parents when they are in the school building and/or classroom, and to examine the parent-home communication. The survey was available in Spanish and on our website for more parent input as well. The survey was then analyzed and information from the survey about the needs of the school were discussed with staff and shared on the school website. Results indicated families felt welcome in our school and classrooms with many families receiving adequate communication through parent teacher conferences, email, phone calls and report cards.</p> <p><b>Survey 2. Perceptual Survey:</b> An anonymous online survey was given to parents/guardians, staff and 3rd and 4th grade students to gather information about the school environment. Responses from students, staff and parents/guardians were gathered, analyzed and discussed at several staff meetings.</p>

**Evidence:**  
**Open House Parent Survey**  
**Perceptual Survey**

**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.*

Washington Elementary's on-going improvement efforts to support our continuous school improvement plan include our collaboration in the PLC process and MTSS framework (see 1.1 for a review of our PLC process and MTSS framework). Within this framework, our core instruction aims to meet 80% of our student needs with students in need of Tier 2 support receiving intervention within the classroom or by title reading specialists. Our staggered intervention blocks help to maximize support to the classrooms and allow students in need of Tier 3, more intensive support, to be served by the title reading specialists, ELL teacher, and/or special education teacher receiving targeted intervention aligned to their specific need using evidence based programs or practices. Paraprofessionals are also used to provide support in the classrooms. These improvement efforts are further supported through our building SMART goal to improve student performance through core reading instruction utilizing a multi-tiered system of supports. Each grade level, Title, ELL and SPED teacher completed goals regarding this plan as documented with measured results based on Essential Skills data.

**Evidence:**

- 1.) SMART Goal**
- 2.) SMART goal progress monitoring**
- 3.) MTSS decision rules**
- 4.) Essential Skills**

## **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.*

The PLC process is the foundation for our MTSS framework through which we work to meet the needs of all of our students in our school. We meet at both the building level and the district level. By attempting to answer the four questions of the PLC, we discuss and use data to inform our core instruction as well as aid our decisions when placing students in supplemental (Tier 2) and intensive (Tier 3) intervention according to our MTSS decision rules. Students then receive support from ELL, Title Reading, Special Education and paraprofessionals when identified furthest from proficient. Classroom teachers also provide additional support to students not performing at grade level within the classroom during scheduled intervention blocks. Through this process we aim to discuss students every six weeks to determine if students are making progress, if we should continue an intervention, change an intervention or can discontinue an intervention after progress has been made.

Panther Packs involving student groups ranging from K-4th grade, have been used to provide a sense of school community and collaboration across grade levels and occur quarterly. Midtown Health provides in-school mental health counseling to students on an as needed basis and upon recommendation by teacher and school with parental consent. Community support includes Professional Partners in Education and the Ponca Tribe for our Native American students.

**Evidence:**

- 1.) Title1, SPED, ELL schedule**
- 2.) MTSS decision rules and Intervention flow chart**
- 3.) PLC meeting example**
- 4.) MTSS meeting agenda language**
- 5.) Professional Partners**

### 3. High quality and ongoing professional development

<b>3.1</b>	<p><i>Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i></p>
<p>Job-embedded professional development through Professional Learning Communities (PLCs) is the primary form of ongoing professional learning provided to improve instructional effectiveness at Washington Elementary and within the district. Teachers participate weekly in either building or district level meetings, collaborating to implement strategies to help our students be successful and analyzing student data as part of our data-based decision making and problem solving process within our MTSS framework. Paraprofessionals at Washington Elementary also participate in monthly PLCs with our principal to receive training, and learn best practices and strategies to support teachers and students in the classroom.</p> <p>In addition to PLCs, our ELL, Title Reading, Special Education and Kindergarten teachers are currently receiving training in LETRS to improve our reading instructional practices. This coming year, our 1st and 2nd grade teachers will be trained. Additionally, our ELL, Title Reading, and Special Education teachers were trained in Corrective Reading and Early Interventions in Reading this past year to add to our toolbox of interventions for students needing supplemental and/or intensive support. Our district has instructional coaches available to provide support to our teachers in instruction and data analysis. We continue to learn more about MTSS through district led professional development and are beginning district training in our new online data management system, Educlimber, this year as well to add to our MTSS framework.</p> <p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1.) PLC schedule</li> <li>2.) District PD schedules</li> <li>3.) List of Additional Professional development documentation for intervention training</li> </ol>	

### 4. Strategies to increase parent and family engagement

<b>4.1</b>	<p><i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i></p>
<p>During fall parent teacher conferences, at Washington Elementary, parents, teachers and students agree to and sign the responsibilities in the District written School-Parent Compact. Parents are encouraged to jointly develop this compact during the annual Title 1 meeting. If changes or suggestions are made by parents, the District office is notified. This document encourages parents, students and teachers to work together to benefit students by providing role clarity and expectations for all. If requested, copies of the compact are sent home for parents to review and refer to, should the need arise. Washington has almost 100% of parents sign this compact, with nearly 100% participation in parent teacher conferences as well.</p> <p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1.) School-Parent Compact: English</li> <li>2.) School-Parent Compact: Spanish</li> </ol>	
<b>4.2</b>	<p><i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i></p>
<p>Parents are considered partners in the educational success of their children through participation and communication. We send specific and personal invites to our families in order to encourage participation at our annual meeting and family engagement events. Typically we ask our parents to be part of developing our Title 1 Parent and Family Engagement Policy at our annual meeting. Since we did not have parents in attendance at our meeting, we shared the Title 1 meeting information during a family engagement event. We discussed our participation in Title 1 and the rights and requirements of parents. At this time, we asked for any suggestions for</p>	

improvements to the document. Parents have not added or changed anything on the policy, but we will continue to discuss the components of the document at our annual meetings each year. If changes are offered at our meeting or events, we will share suggestions with our Central Office to consider.

**Evidence:**

- 1.) Family Engagement Policy document
- 2.) Annual Title 1 Parent Meeting

<b>4.3</b>	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>
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**Title 1 Parent Meeting:** Parents are part of reviewing and updating our Title 1 Parent and Family Engagement Policy during our annual parent meeting in December. Parents are informed of Washington's participation in Title 1, and requirements and rights of parents to be involved are covered. If changes are offered at our meeting, we share suggestions with our Central Office to consider for the District's Title 1 policy document. Since we did not have any parents in attendance at our meeting, we also shared the Title 1 meeting information during a family engagement event in March in which we had over 200 parents and students in attendance and put the information on our website as well as in our school newsletter.

In addition to the parent meeting, our school provides opportunities for parent/family participation and to encourage educational success in the following ways:

- 1.) **Open House/Meet the Teacher Night:** Parents and students come at the beginning of the year to meet their teacher, see their classrooms and hear about the upcoming year.
- 2.) **Prime Time Reading Night:** Parents are offered dinner weekly for six weeks in the spring and the Prime Time staff then read stories modeling fluency and comprehension. Each night also includes a variety of activities to build relationships between families, students, and school staff.
- 3.) **Family Movie Night/Title 1 Info:** Family movie and snack night is kicked off with parent info about Title 1. Parents are informed of Washington's participation in Title 1, and requirements and rights of parents to be involved.
- 4.) **Family Carnival**
- 5.) **Spring Music Concert**
- 6.) **Parent Teacher Conferences**
- 7.) **PTO:** The parent-teacher organization meets monthly to brainstorm ideas to support the students at Washington.
- 8.) **Parent-teacher & Parent-school communication:** Communication is encouraged through SeeSaw, Remind, e-mail, Twitter, Facebook, our school and teacher websites, written planners and phone calls on a daily/weekly basis.

Washington provides a variety of opportunities for parents to be involved in the education of their children. Parent reading and writing strategies are provided in English and Spanish at these events.

**Evidence:**

- 1.) Family Engagement Policy document
- 2.) Annual Title 1 Parent Meeting Information
- 3.) Parent Teacher Conference letter

## 5. Transition Plan

<b>5.1</b>	<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>
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Washington Elementary has a transition plan for incoming students to include the following:

- 1.) **Observations:** Washington kindergarten teachers observe and interact with incoming students at our district preschool and the local Head Start.

- 2.) **Kindergarten Round-up:** Our kindergarten and preschool teachers gather to provide parents with information to support their students as they transition into elementary school. Teachers address kindergarten expectations and answer questions concerning individual readiness for school. Invitations are sent to families and information is also provided on the district, school, and teacher websites. We offer a survey concerning kindergarten round-up to parents following the meeting. Our hope is to make the transition to kindergarten as effective and smooth as possible.
- 3.) **Welcome Information Packet & Tour:** New students receive a tour of the building and Washington information packets to help answer questions or concerns. For students and families in need of English Learning support, our ELL teacher is a fluent Spanish-speaker teacher available on staff and is familiar and sympathetic with the specific issues our Latino families may encounter as they move to Nebraska.
- 4.) **Open House/Meet the Teacher Night:** Parents and students come at the beginning of the year to meet their teacher, see their classrooms and hear about the upcoming year.

Washington's teachers and staff, administration, and counselor all work together with students at Washington in order to best support their needs for a smooth transition into the school.

**Evidence:**

- 1.) **Kindergarten Round Up**
- 2.) **Washington Open House**

**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).*

Washington Elementary has a transition plan for outgoing students to include the following:

- 1.) **Teacher Collaboration:** The Washington 4th grade teachers and counselor connect with the middle school counselors and they do a Q and A session to discuss incoming students' achievement information and place them in appropriate courses. Previous to this, students have filled out a worksheet in Guidance classes that asks them about their concerns about middle school and these are discussed as a group as well.
- 2.) **Departmentalization:** Students at Washington have 3rd and 4th grade science and social studies departmentalized to increase student exposure to multiple staff members and transitions with expectations similar at the Middle School.
- 3.) **Career Readiness:** The guidance curriculum exposes students to a variety of career awareness and strategies for successful friendships and strong citizenship traits that are helpful long after they leave Washington.
- 4.) **Middle school Registration & Open House:** Washington students are invited to a registration night at the middle school with their families in the spring and an Open House in the fall. They view the schedules, locate classrooms and lockers and meet middle school staff and administration.
- 5.) **Special Education Tour:** The Washington special education teacher arranges an extra tour of the middle school with students that require more exposure to the new building and staff in order to ease anxiety and increase preparedness and success.

Washington's teachers and staff, administration, and counselor all work together with students in order to best support their needs for a smooth transition to the next year's school year. Our hope is to relieve any anxiety the 4th grade students may feel over the summer months concerning this transition.

**Evidence:**

- 1.) **Middle School Open House**

## 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.*

Extended learning is offered to the students and families of Washington Elementary during the school day as well as after school hours through the following:

- 1.) **Intervention time:** Each teacher has a 30-minute intervention block in which classroom teachers, ELL teachers, title teachers, special education teachers, and paraprofessionals work together to provide support to students.
- 2.) **Achievement Center:** Washington offers an after school program on Tuesdays and Thursdays for at risk students in reading and/or math. Students are invited by teachers to participate in this program.
- 3.) **Prime Time Reading Night:** Washington offers Prime Time Reading during the spring semester for six nights/weeks. Staff involved with this program include the Title reading teacher, the ELL teacher, the school counselor, the school principal, and a classroom teacher. Parents are offered dinner and the Prime Time staff then read stories modeling fluency and comprehension. Character themes for each of the books are discussed. Each night also includes a variety of activities to build relationships between families, students, and school staff.
- 4.) **Summer school:** This is offered to students entering 1st-4th grades. Sustaining reading and math skills are the focus of summer school.
- 5.) **Websites:** Teacher, school, district, and program websites are available for student use outside of the school day. Students are able to visit teacher websites to practice math facts, district sight words, and can also find links to different apps to support their learning. Such program websites like LEXIA CORE5 for reading intervention practice, DREAMBOX for math intervention and IXL for reading and math, are encouraged within the school day during intervention time as well as at home.
- 6.) **At home reading:** Students who are at risk, are sent home with books daily for extra reading practice at their instructional level.

**Evidence:**

- 1.) **Intervention block (schedule)**
- 2.) **Prime time**
- 3.) **Summer school**