

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:	Westside Elementary
County District School Number:	59-0002-009
School Grade span:	K-4
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" 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:	Tracy Lichy
School Principal Email Address:	tracylichy@npsne.org
School Mailing Address:	1703 Phillip Ave Norfolk, NE 68701
School Phone Number:	402-644-2561
Additional Authorized Contact Person (Optional):	Heather Werner
Email of Additional Contact Person:	heatherwerner@npsne.org
Superintendent Name:	Dr. Jami Jo Thompson
Superintendent Email Address:	jamijothompson@npsne.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

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Angela Baumann Heather Werner Jill Blaylock Lisa Stowe Megan Mueller Kathy Walker Jill Holcomb Jill Wiedner Taysha Schold Jessica Truex Brook Pospisil Melinn Young Jenna Prokopec Rebekah Brommer Amber Boubin Nicole Pedersen Kaitlyn Merchant Kelsey Gubbels Kristina Richter Danielle Otto Robin Belina	Administrator Title 1 Title 1 SPED SPED SPED School Counselor ELL Teacher Kindergarten Kindergarten First Grade First Grade Second Grade Second Grade Third Grade Third Grade Fourth Grade Fourth Grade Westside Parent Westside Parent Westside Parent

School Information
(As of the last Friday in September)

Enrollment: 204	Average Class Size: 20.4	Number of Certified Instruction Staff: 17
Race and Ethnicity Percentages		
White: 56.4%	Hispanic: 31.3%	Asian: .025%
Black/African American: .064%	American Indian/Alaskan Native: .054%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 0%	
Other Demographics Percentages		
Poverty: 65%	English Learner: 14%	Mobility: 18.35%

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

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

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

1. Comprehensive Needs Assessment

1.1	<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 instruction. Provide supporting documentation in the corresponding folder.</i></p> <p>As a school, we use a MAPS Fluency progress monitoring spreadsheet to understand and track where our students are at in fluency. We also have a building-wide document that tracks which students see which teacher for small group instruction and what each teacher’s skill focus is that changes every six weeks based on needs. In addition, we have a large building document that charts many different kinds of data, such as MAPS Fluency scores, MAPS Growth scores and NSCAS scores. These documents are all used to routinely monitor and help make instructional decisions regarding students.</p> <p><u>See Attached Folder for Documentation</u> K-4 Assessment Data 6 Week Group Rotation Progress Monitoring Chart Fall</p>
1.2	<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>At our fall family reading night and a monthly parent meeting, a copy of the survey was shown and asked if there were any questions or suggestions for changes to be made to the survey. Our parent surveys were sent digitally to each family within our school in both English and Spanish to help with parent accessibility. Allowing each family to fill one out, we also had paper copies available for any families without digital access. We try to ensure that each family fills out and submits the survey. Included is a copy of the survey as well as the responses from parents.</p> <p>In addition to the survey, our school involves parents in multiple ways; please see included documentation for a complete list.</p> <p><u>See Attached Folder for Documentation</u> English Parent Survey Spanish Parent Survey Results of Parent Survey</p>
1.3	<p><i>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.</i></p> <p>A master list of building interventions was created, showing strategies and materials teachers use to improve achievement. Our list includes the NE standards addressed, the strategies or materials, the personnel using the materials and assessments that allow us to monitor student growth. Included is a summary of our Student Assistant Team meeting dates, and multiple strategies outside the school day and programs to develop leadership and a connection with Westside.</p> <p><u>See Attached Folder for Documentation</u> 1.3 Master List of Interventions</p>

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.

Westside opportunities for increased learning time include IXL skills practice based on deficiencies in testing during independent work time and after school weekly. Each year, summer school is held based on student needs in each subject area; it is not offered for every student. Westside also builds in small grouping utilizing multiple interventionists into both reading and math instruction so students can receive more focused interventions in areas of need within a small group setting. The grouping is revisited during progress monitoring weeks in both math and reading, which occurs every six weeks and changes are made depending on student needs. Our guidance counselor teaches character education to each classroom as well as provides small-group and one-on-one sessions with students on a basis of need. We have attached four documents for you to look at. One of them is one page of math and reading of our small group chart that changes every six weeks during the school year; and one of them is our data check process. Each of these documents exists for all grade levels, but we have only attached one page of each for you to look at. We have also included a data check sheet; using this, we list our neediest kids and what we are doing to help them show growth. Each certified teacher that works with students in reading and math complete this sheet.

See Attached Folder for Documentation

6 Week Group Rotation
Jill H Classroom Skills
SAT Student Documentation
6 Week Data Check Process

3. Qualifications of instructional paraprofessionals

3.1

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

As paraprofessionals are hired at Westside Elementary, evidence is provided to the Human Resources Department for any college credits that have been obtained by the new hire. If the total number of hours is below 45, the new hire must complete the Project Para training. In addition, paras are offered optional training. One optional training included the Camp Para webinars offered by ESU 8. Paras are allowed to be paid for the time needed to participate in these webinars. Paraprofessionals working in areas of high need receive MANDT training, annually. The media paraprofessionals receive training, as needed, in order for them to be knowledgeable in all job areas.

Our building principal trains the staff on relevant topics, including the building behavior model, school safety, state testing, and instructional strategies.

See Attached Folder for Documentation

NSSRS Validations

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Norfolk Public Schools provides all teachers in the district with several professional training days with information relevant to our profession and the needs of our students. Through an early dismissal each Wednesday, many Westside building-level PLCs are used for data analysis and intervention discussions. A list of our PLC topics is included in this section. Every six weeks intervention data is looked at by our intervention specialists and classroom teachers to make adjustments to student groups as needed. Additional meetings for data discussion occur during the teacher evaluation process. Additionally, grade level PLCs at the district level have been utilized to prioritize the Nebraska State Standards with a move toward target-based grading and learning.</p> <p><u>See Attached Folder for Documentation</u> High Quality and Ongoing Professional Development</p>	

5. Strategies to increase parental and family engagement

5.1	<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>Students, parents, and staff sign a compact during Parent/Teacher conferences in the fall. The compacts are kept with the Title teachers in a file folder and can be reviewed if a situation arises where one of the parties is not upholding their commitment to the compact. Compacts and the importance of each party fulfilling their role and responsibility are discussed at Parent/Teacher conferences. Compacts encourage parents, students, and teachers to work together to benefit all students. If requested, copies of the compact were sent home for parents to review and refer to, should the need arise. Originals are kept with the Title teachers to review and discuss with parents and students, if needed. Keeping originals in a file folder has helped hold teachers, parents, and students accountable for their role and commitment to the learning process. We ask our parents to be a part of developing our compacts during our annual parent meeting. Parents have not added or changed anything on the compacts, but we will continue to discuss the components of the compacts at our annual meetings each year. If changes are offered at our meeting, we will share suggestions with our Central Office and the Board of Education to consider.</p> <p><u>See Attached Folder for Documentation</u> Spanish Parent/Teacher/Student Compact English Parent/Teacher/Student Compact</p>	
5.2	<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>We ask our parents to be part of developing our Title 1 Parent and Family Engagement Policy during our annual parent meeting. We also take time during our family reading night to discuss the policy and with parents and ask for any suggestions for improvements to the document. Parents have not added or changed anything on the policy, but we will continue to discuss the components of the documents at our annual meetings each year and during our family reading night events throughout the year. If changes are offered at our meeting, we will share suggestions with our Central Office to consider.</p> <p>The Norfolk Public Schools Title I Parental and Family Engagement Policy is posted in the NPS policies as Article 6 of Policy No. 6410. The most recent review took place on July 9,</p>	

<p>2018. The policy is taken through the review process annually. Prior dates of reaffirmation and/or revision are listed at the bottom of the policy.</p> <p><u>See Attached Folder for Documentation</u> Parent Policy</p>	
5.3	<p><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></p>
<p>Our annual Title 1 parent meeting was held in conjunction with our spring family reading night. Prior to our activity, we provided parents with a brief overview of our Title 1 services and shared our schoolwide plan and all supporting documents that are also shared with the state so that parents understand the process our school goes through to ensure we are doing the best for our students. This was held on February 28, 2019 at 5:45pm at our school. We hold a fall reading night and a spring reading night each year, as well as the annual Title 1 parent meeting. In addition, we have included a list of times we invite parents into our building to see what their children are doing and involve them in their education.</p> <p><u>See Attached Folder for Documentation</u> Title 1 Family Night Agenda Fall & Spring (Annual Parent Meeting) Sign in Sheet Fall & Spring Invitation Fall & Spring Parent Meetings List</p>	

6. Transition Plan

6.1	<p><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). Provide supporting documentation in the corresponding folder.</i></p>
<p>Westside Elementary offers a “Kindergarten Round-Up” during the spring semester. The meeting is intended to provide parents with information to support their student 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. Our hope is to make the transition to kindergarten as effective and smooth as possible. Additionally, new families are given a packet to assist families as they transition into our school. Westside has two staff members, our ELL teacher and principal, that are available to translate and answer questions if needed. New families are also offered a school tour and question and answer opportunity with our school principal. Our principal and ELL teacher are fluent Spanish speakers and are familiar and sympathetic with the specific issues our Latino families may encounter as they move to Nebraska. They provide a welcoming atmosphere for our new families, both Spanish and English speaking. In addition, in May, there is a schedule for kindergarten teachers to visit the preschool rooms to observe incoming kindergarten students.</p> <p><u>See Attached Folder for Documentation</u> Preschool to Kinder Transition Invitation to Kinder Teachers to Visit Kindergarten Roundup Invitation</p>	
6.2	<p><i>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</i></p>

	<i>School, Middle School to High School, High School to Post Secondary Schooling or Career). Provide supporting documentation in the corresponding folder.</i>
<p>As the fourth grade students move to Middle School, Westside supports the transition through meetings between the fourth grade teachers and the Middle School and Westside counselors. We share reading and math data with the counselors to ensure students are placed into appropriate classes. The meetings are designed to make the transition to Middle School effective for all Westside students. Additionally, there is an open house at the Middle School in the spring to give the incoming students a chance to walk through the building and meet the Middle School staff. Our hope is to relieve any anxiety the fourth grade students may feel over the summer months concerning this transition. In the fall, there is another open house at the Middle School to welcome the students to the building. Students meet their teachers and are given the opportunity to walk through their schedules, find their classrooms, and see where their lockers are located.</p> <p><u>See Attached Folder for Documentation</u> English Invitation Spanish Invitation</p>	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.</i>
<p>Westside opportunities for increased learning time include IXL skills practice every Thursday 3:15-3:45 , 3:15-3:45, small groups with the school counselor, PrimeTime reading nights Tuesdays the month of February and March, Title One homework room for struggling students Monday, Tuesday & Thursday 3:15-3:40, as well as reading nights held by our Title teachers one each semester. Each year, summer school is held based on student needs in each subject area; it is not offered for every student, it is held in June 8:05-11:30 Monday-Friday. During the day, we consistently check and use our data from testing as well as our data check process to check in on students and find out how we can help them most and use that data to plan intervention and small group times.</p> <p><u>See Attached Folder for Documentation</u> Reflex Information IXL Information PrimeTime Reading Note Summer School Invitation</p>	

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

8.1	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Title I Federal funding at Norfolk Public Schools is distributed equitably among participating elementary schools. Almost 100% of the funds are used to pay for Title I teachers and para educator salaries and benefits and parent engagement activities. Where there is a shortfall of funding, the district general fund budget supports for the needs of the program.</p> <p>Specifically, the Title I Grant Fund currently supports Westside Elementary with 1.5 Full Time certified teachers’ salary and benefits. The grant also funds the wages and benefits of one</p>	

paraprofessional at Westside. The Title I Grant supports the purchase of supplemental materials for interventions in reading and math, and includes the cost of professional development, instructional training, Summer School wages and supplies, and parent engagement activity night supplies. All funds are integrated to support student achievement, and family engagement at Westside Elementary.

Title I funds are integrated with other resources at the building level to improve student achievement in all academic and social areas. You can clearly see that it is a combined effort of resources and funding from multiple sources to implement our plan. The most expensive and most valuable resource is our staff; teachers and support staff are the driving force behind the innovative instruction that we provide at Westside Elementary. Teachers determine the students' needs based on ongoing assessment and cater the instruction accordingly.

See Attached Folder for Documentation

None, all documentation is kept on file at Central Office in the Teaching and Learning Department.