

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

District Name:		Norfolk Public Schools	
County Dist. No.:		59-0002-000	
School Name:		Westside Elementary	
County District School Number:		59-0002-009	
Building Grade Span Served with Title I-A Funds:		K - 4	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>			X Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>			X 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:		Tracy Lichty	
School Principal Email Address:		tracylichty@npsne.org	
School Mailing Address:		1703 Phillip Ave Norfolk, NE 68701	
School Phone Number:		402-644-2561	
Additional Authorized Contact Person (Optional):		Heather Werner Jill Blaylock	
Email of Additional Contact Person:		heatherwerner@npsne.org jillblaylock@npsne.org	
Superintendent Name:		Dr. Jami Jo Thompson	
Superintendent Email Address:		jamiiothompson@npsne.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			X Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.			X 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>
Tracy Lichty	Administrator
Heather Werner	Title 1
Jill Blaylock	Title 1
Lisa Stowe	SPED
Kathy Walker	SPED
Jill Holcomb	School Counselor
Franchesca Garcia	ELL Teacher
Taysha Schold	Kindergarten
Jessica Truex	Kindergarten
Brook Pospisil	First Grade
Melinn Young	First Grade
Jenna Prokopec	Second Grade
Rebekah Brommer	Second Grade
Amber Boubin	Third Grade
Sydney Dinneen	Third Grade
Kaitlyn Merchant	Fourth Grade
Ashley Foreman	Fourth Grade
Susie Bowers	PE
Dawn Rugg	Music
Chesley Greene	Media
Julie Bonner	Art
Lacy Kimes	Westside Parent
Laura Nockels	Westside Parent
Amanda Kauth	Westside Parent
Adam Crawford	PTO President

School Information <i>(As of the second Friday in August)</i>		
Enrollment: 200	Average Class Size: 20	Number of Certified Instruction Staff: 17
Race and Ethnicity		
White: 43.5%	Hispanic: 43.5%	Asian: 0.5%
Black/African American: 2.1%	American Indian/Alaskan Native: 2.6%	

Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 7.8%	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 72 %	English Learner: 14%	Mobility: 11%

Assessments used in the Comprehensive Needs Assessment <small>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</small>	
NSCAS 3-4	MAPS Growth Fall 3-4
MAPS Fluency K-4	MAPS Growth K-2

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

Upload PDF documentation in corresponding folder onto NDE “Landing Page” within Microsoft/SharePoint 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 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"> 1. identify what our students know and are able to do in order to inform our instruction 2. help us use data based decision making and make assessment decisions 3. problem solve when our students need intervention or enrichment <p>We use the PLC process to enhance the instructional and assessment opportunities for our students and further focus on needs identified through our Self Review Rating Rubric. 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.</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>Evidence:</p> <ol style="list-style-type: none"> 1.) MTSS Decision Rules 2.) SAT Form/Cut off Dates
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- 3.) PLC Data Meetings
- 4.) K-4 Assessment Data
- 5.) Progress Monitoring Chart
- 7.) MTSS Flowchart of Students

1.2

Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.

PBIS/Title Survey.) Surveys completed on paper at Westside have been historically higher in return numbers, so a paper parent survey was developed in order *to help identify the needs of the school*. The survey was created after Westside Staff studied parent survey ideas during our PLC in the spring. With Westside parents and students in mind, possible survey questions were discussed in groups and compiled by the PBIS members who then developed the survey. Our Spanish translator for the district added Spanish for parents. The survey was *completed during the week of conferences 2/7/2022-2/10/2022*. Teachers discussed this short 7 question survey with parents during their conference and then parents completed the survey and put it in the box by the entrance of the school when leaving. This was a comfortable environment for families and took very little time to complete these helpful questions. The survey was then analyzed and information from the survey about the needs of the school were discussed with Westside Staff. The results will also be available on Westside's school website.

Parent/Staff/Student Perceptual Survey.) This survey was a computerized survey sent home to all families of the district. A letter was sent home to all families explaining what is being asked of them. It was also sent home to families on infinite campus with a link to click on and complete. It was administered during the month of October in collaboration with the Nebraska Department of Education. The survey is designed to capture the thoughts and feelings as a parent or guardian about our school. We relayed the message that all answers and comments would remain anonymous. Results were tallied and compared to three years ago, we then as staff built ideas to help with the areas of concern.

Parent/Staff/Student Perceptual Survey (TBD)
Westside Title 1 Parent Survey (TBD)

Evidence:

- 1.) 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.

Westside Elementary's on-going improvement efforts to support our continuous school improvement plan include our collaboration in the 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. Students in need of Tier 3, more intensive support, are served by the title reading specialists, ELL teacher, and/or special education teacher and receive 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: In the area of Reading: During the 2022-23 School year, Westside Elementary will raise 25% of our students' proficiency on MAPs/NSCAS Growth into the Green (61st percentile and above).

Evidence:

- 1.) Westside's Building SMART Goal:improvement efforts
- 2.) PLC documentation: improvement efforts
- 3.) MTSS decision rules
- 4.) SAT Meetings
- 5.) Master List of Interventions

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.

Our counselor provides small group interventions involving students ranging from K-4th grade, they are used to provide a sense of school community and collaboration across grade levels also working on different life coping skills. 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. Other community organizations provide support for our students including Professional Partners in Education and the Ponca Tribe for our Native American students.

Another opportunity Norfolk Public Schools offers to students who are struggling in the area of reading and or math is Core 5 and Dreambox. Core 5 is a reading program that aims to build basic reading skills and understanding in students using an online platform that can be worked on at school or at home. We as a school can see all minutes put in at school and at home, the students can earn awards when passing a level and the 4 title teachers award all students with a prize no matter if they are in a group or not.

Dreambox is a new math intervention program the district has purchased to help students work on math skills needed based on MAPS Growth. Students get one day a week at school to meet their goal of five lessons and they can also work towards that goal at home. This intervention is also an online program and is more of a gaming format so the students enjoy working on it.

Evidence:

- 1.) MTSS decision rules
- 2.) Homework Room Roster
- 3.) Core 5 Parent Letter
- 4.) SAT Meetings
- 5.) Counseling Small Group Lesson Topics

3. High quality and ongoing professional development

3.1 *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.*

Job-embedded professional development through Professional Learning Communities (PLCs) is the primary form of ongoing professional learning provided to improve instructional effectiveness at Westside 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 analyze student data as part of our data-based decision making and problem solving process within our MTSS framework. Paraprofessionals at Westside 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.

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. Additionally, our ELL, Title Reading and Special Education teachers were trained in Corrective Reading and Early Interventions in Reading this year to add to our

toolbox of interventions for students needing supplemental and/or intensive support. 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.

Evidence:

- 1.) PLC schedule
- 2.) District PD schedules

4. Strategies to increase parent and family engagement

4.1 *Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.*

During fall parent teacher conferences, at Westside 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. The compact is photo copied and each family is given the original, while the school keeps the copy. This copy can be used with staff, students and parents as a reminder to our duties and responsibilities in education. Westside has almost 100% of parents sign this compact, with nearly 100% participation in parent teacher conferences as well.

Westside had 93% of parents sign and return the parent/student/teacher compacts.

Evidence:

- 1.) School-Parent Compact: English/Spanish

4.2 *Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.*

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. Here we ask our parents to be part of developing our Title 1 Parent and Family Engagement Policy. We also take time to discuss the policy with parents, our participation in Title 1 and the rights and requirements of parents. At this time, we 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 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: documentation

4.3 *Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.*

Our school provides opportunities for parent/family participation and to encourage educational success in the following ways:

- 1.) Title 1 Parent Meeting: Parents are part of reviewing and updating our Title 1 Parent and Family Engagement Policy during our annual parent meeting. Parents are informed of Westside participation in Title 1, and requirements and rights of parents to be involved are covered. If changes are offered at our meeting, we will share suggestions with our Central Office to consider for the District's Title 1 policy document.

- 2.) Open House/Meet the Teacher Night
- 3.) Parent Teacher Conferences (fall and spring)
- 4.) PTO: The parent-teacher organization meets monthly to brainstorm ideas to support the students at Westside.
- 5.) 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.
- 6.) Winter and Spring Family Reading Nights: Families are invited to participate in a fun night of reading and activities to follow.
- 7.) Fun Run Fundraiser: Students raised money to help fund playground equipment and families were able to come to school and cheer on their students running their laps.
- 8.) Grandparents Day: Grandparents are invited in for cookies, pictures and classroom experience.
- 9.) Muffins with Mom: Moms are invited into the school before the day starts to enjoy a muffin with their student.
- 10.) Father Daughter Dance: This is held at the school with music and dancing.
- 11.) Westside Vocal Concert: This is held at our Johnny Carson Theater, students perform with families in attendance.
- 12.) School Carnival: Families enjoy a fun night of food and games!

Invitations are always sent to all students to help boost participation at any event. Westside provides a variety of opportunities for parents to be involved in the education of their children.

Evidence:

- 1.) Title One Parent Meeting
- 2.) Schoolwide Events:
 - Westside Open House
 - Parent Teacher Conferences
 - Fun Run
 - Grandparents Day
 - Muffins with Mom

5. Transition Plan

5.1	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
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- Westside Elementary has a transition plan for incoming preschool students to include the following
- 1.) **Observations:** Westside kindergarten teachers observe and interact with incoming students at our district preschool and the local Head Start.
 - 2.) **SPED Observations:** Westside's special education teacher goes over to the preschool a few times to observe and meet incoming special ed students.
 - 3.) **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.
 - 4.) **Welcome Information Tour:** New students receive a tour of the building and a Westside information packet to help answer questions or concerns. For students and families in need of English Learning support, a Spanish-speaking paraprofessional is available on staff.

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

Kindergarten Round Up

Evidence:

- 1.) Little Panther PreSchool observation invite
- 2.) Kindergarten Round Up Invitation
- 3.) Kindergarten Round Up Assessment Forms for Teachers
- 4.) Westside Open House Invitation

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).

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

- 1.) **Middle School Introduction:** The 4th grade students meet with the middle school principal to ask questions or share concerns.
- 2.) **Departmentalization:** Students at Grant also have 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 Westside 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 Westside. Our counselor also talks to students about how to utilize the AC at the Middle School when they need extra help or understanding.
- 4.) **Middle school Registration & Open House:** Westside 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 meet middle school staff and administration.
- 5.) **Special Education Tour:** The Westside 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.
- 6.) **Fourth Grade Spreadsheet:** The 4th grade teachers and support staff also collaborate with the middle school staff and make a transition plan for success in 5th Grade, such as friendship pairings, behavioral and academic needs, and strategies that help ensure student success.

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

- Middle School Principal Visits Westside Fourth Grade
- Middle School Schedule Pick Up/Tour
- Middle School Open House for Students
- Special Education Tour (scheduled as needed)

Evidence:

- 1.) MS Open House: documentation

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 Westside Elementary during the school day as well as after school hours through the following:

- 1.) **Intervention Blocks:** Each grade level has a 40-minute intervention block for reading each day in which classroom teachers, ELL teachers, title teachers, special education teachers, and paraprofessionals work together to provide support to students. All students also have a 20-minute math intervention four days a week which classroom teachers, ELL teachers, title teachers, special education teachers, and paraprofessionals work together to provide support to

students

- 2.) **Homework Room** : Monday, Tuesday & Thursday 3:15-3:45 students who are needing extra support with school work or working on math or reading skills that they are struggling with are invited to a homework room three days a week. This year we have expanded this to two rooms, K-2 and 3-4 staffed by a teacher and a para each session. Students can work on individual skills or homework they are not getting finished during the day.
- 3.) **IXL Club**: Thursdays from 3:15-3:45 our guidance counselor holds an IXL club for 30 min for grades 3-4. At this time any student who signs up can attend and work on skills assigned by their teacher. This helps students work on skills that are needed for skill advancement or understanding.
- 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.) Homework Room Roster
- 3.) IXL Club Parent Letter
- 4.) Summer School Invitation
- 5.) Summer School Matrix
- 6.) Core 5 Parent Letter