

# 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:	Westside Community Schools
County Dist. No.:	28-0066
School Name:	Westbrook Elementary
County District School Number:	28-0066-023
School Grade span:	K-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify) <u>Positive Behavior Intervention Systems</u>
School Principal Name:	Tyler R. Hottovy
School Principal Email Address:	hottovy.tyler@westside66.net
School Mailing Address:	1312 Robertson Drive Omaha, NE 68114
School Phone Number:	4023906490
Additional Authorized Contact Person (Optional):	Megan Poell
Email of Additional Contact Person:	poell.megan@westside66.net
Superintendent Name:	Dr. Mike Lucas
Superintendent Email Address:	lucas.mike@westside66.net
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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Tyler R. Hottovy</u> <u>Megan Poell</u> <u>Diana Williams</u> <u>Melanie Lempke</u> <u>Jessica Lowe</u> <u>Winter Heuertz</u> <u>Stephanie Sabin</u> <u>Andray Knutson</u> <u>Renae Stirba</u> <u>James Meyers</u> <u>Shauna Nemetz</u> <u>Anna Evans</u> <u>John Gregurich</u>	<u>Parent</u> <u>Administrator</u> <u>Shauna Nemetz</u> <u>Anna Evans</u> <u>John Gregurich</u>          

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 415	Average Class Size: 23	Number of Certified Instruction Staff: 51
Race and Ethnicity Percentages		
White: 51 %	Hispanic: 10 %	Asian: 2 %
Black/African American: 18 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 1 %		Two or More Races: 17 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 52.77 %	English Learner: 5.06 %	Mobility: 5 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS-ELA	NSCAS-M
NSCAS-S	FAST
MAP	SAS
SABRES	

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	<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><b>At Westbrook, we use both screener data from the FAST suite as well as formative assessment data to determine how to best meet the needs of each student. Three times every quarter, the staff completes a targeted data dig focusing on students in need of intervention, progress monitoring data, and the effectiveness of core instruction. These data digs are led by administration and the data is used at collaborative meetings between administration, instructional coaches, reading interventionists, special education, other service providers, and classroom teachers.</b></p> <p><b>For individual students who are not experiencing improvement through intervention, our staff follows a problem solving flow chart that looks first at the fidelity of core instruction, followed by intensifying interventions and/or increasing frequency of intervention, and finally evaluation for special services. This process is initiated through screening meetings or on a case by case basis.</b></p> <p><b>Once a year, the staff looks at summative assessment data from our NSCAS and determines possible enhancement of core instruction as well as a deep dive into the table of specs for the state standards in each content area.</b></p>	
1.2	<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><b>Annually, a parent engagement survey is sent home to all parents and/or offered at parent teacher conferences. This survey is administered by the Monroe Meyer institute and the results are given to administrators each fall. A copy of our results are included in the supporting documentation.</b></p> <p><b>We also offer parents opportunities for informal feedback in many ways. The administration is always open to concerns. They also schedule an input night annually in February to listen to parents. Community and parent</b></p>	

feedback is also heard monthly at our Community Club meetings which involve parents, teachers, administration, and community members.

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.*

**Westbrook's continuous improvement plan is outlined in the school profile and heatmap. Using the data sources listed on the heat map, the school leadership team determines four goals to be a part of the strategic (design) plan. Four design teams are then created and each staff member chooses 1-2 teams to participate in. The teams are led by two team leaders that also make up the school leadership team.**

**The school leadership team decides on measurement practices for each design team and success and implementation is measured and evaluated three times each year at the end of each quarter. In June, the leadership team participates in a data retreat to determine progress and look at possible goals for the next year.**

**This past year, we have also created a "Domain 3" team to focus specifically on enhancing our core instruction in reading. This team operates as a part of the reading design team, but many certified staff members have chosen to participate on this team in addition to their primary design team.**

## 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.*

**When considering individual students who are not experiencing improvement through intervention, our staff follows a problem solving flow chart that looks first at the fidelity of core instruction, followed by intensifying interventions and/or increasing frequency of intervention, and finally evaluation for special services. This process is initiated through screening meetings or on a case by case basis.**

**In addition to regular MTSS data review meetings and strategy/intervention review meetings, Westbrook also conducts once weekly PBiS team meetings as a part of their PBiS plan. These meetings include problem solving for students exhibiting a variety of challenging behaviors as well as addressing needs that may be affecting learning for that student. Students are screened quarterly using the SABRES screener**

for externalizing and internalizing behaviors. Information from that screener is used to target students who may need behavioral intervention (such as incentives or visual charts) to support behavior and work habits at school. Westbrook has a full-time counselor and school psychologist who conducts small groups, such as Circle of Friends or Skill Streaming groups to assist with friendships or social-emotional challenges. Westside also has a Social-Emotional learning curriculum called Second Step. Second Step lessons are delivered by the classroom teacher; the counselor can follow up with special lessons that need reinforcement or with lessons that are not included in the Second Step program.

Students who identified as needing special services receive core instruction in their classroom first, with their special education teacher intensifying or modifying their work with an inclusive approach. When students are not capable of meeting the standards at their grade level, intensive modifications are made by special education staff in and in certain circumstances, an alternate curriculum is developed and implemented.

### 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.*

**All paraprofessionals are deemed high qualified at Westbrook. They have either completed college credits to meet the ESEA requirements, or have completed the project Para course through the University of Nebraska-Lincoln.**

### 4. High quality and ongoing professional development

4.1

*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.*

**At Westbrook, our staff development is aligned to our school design plan as outlined on our heatmap. Each design team is given appropriated staff development time based on the judgement of the administrative team. The design teams then work together to plan and implement relevant staff development that will move the school closer to our goals. Along with time**

set aside at the beginning of the year, 45 minutes after school every Wednesday is devoted to professional learning.

This year, a bulk of our staff development has been in Positive Behavior Intervention Systems (PBIS) and Reading. Our reading design team has worked hard to provide the staff with differentiated professional learning based on need and antecodal evidence. They have also developed a form tha the staff uses to evaluate the professional learning and to assess future needs of the school.

Our MTSS leadership team has also developed a system of data digs based on FASTBridge, MAP, and NSCAS data available to teachers. These data digs happen the Wednesday afternoons before our MTSS meetings and are intended to help teachers interpret and sort data before these critical meetings about student progress.

Our PBIS team also presents periodically on Behavioral Health as well as the development of Tier I classroom management strategies.

## 5. Strategies to increase parental and family engagement

5.1

*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.*

**The School-Parent Compact is developed by our District Office and is distributed to parents at the beginning of the year. The parents sign the compact through our district's electronic records. Each family completes this before September 1.**

**Since the compact is developed at the district level, the supporting document folder includes a copy of last year's compact.**

5.2

*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.*

**Westbrook has several ways to engage parents and a variety of opportunities for parents to engage with all academic areas and activities. Specifically, to address the school wide plan, Westbrook has a Parent Advisory which includes parents, school board members, teachers, and administration. The Parent Advisory meets four times per year. Topics for the Advisory for this past school year have been (but awerenot limited to): academic testing and test scores, interventions, Westbrook's building plan design, and school wide communication with parents/stakeholders. This**

group reviewed and discussed Westbrook's school wide plan. The plan was also shared in a larger forum with Westbrook's Community Club (most members of the Advisory are also members of the Community Club)

The Title I Parent & Family Engagement Policy is distributed to all families in our beginning of the year handbook and signatures are collected from every family through our district annual information update. When families sign the update, they acknowledge that they have read the policy. These records are kept by Dr. Greg Betts at our administration building.

**5.3** *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.*

**At Westbrook, we hold the annual Title meeting at the first Community Club meeting in October. We choose the Community Club meeting because most of the parents on the Advisory board are also in Community Club and we can reach a broader group of stakeholders. The supporting documents include both the meeting notices as well as the presentation that is used.**

## 6. Transition Plan

**6.1** *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). Provide supporting documentation in the corresponding folder.*

**At Westbrook, we hold a parent meeting for both incoming Kindergarteners and for parents of potential option enrollment students. At these meetings, both students and parents can tour the school, learn about what a day at Westbrook looks like, and explore the curriculum.**

**For incoming students who receive special services, we organize multiple evenings of transition meetings with SPED teachers, classroom teachers, and current teachers and service providers. The purpose of these meetings are to meet the parents and students, as well as to accept the IEP for the student and plan for accommodations and modifications.**

**Our Kindergarten round up at Westbrook happens during the first four days of kindergarten in the fall. Half of the incoming students come on the**

**first two days, and the second half come on days 3-4. During this time, the executive functioning and academic skills of each student are assessed.**

**6.2**

*Please provide a narrative below describing the school's transition plan for outgoing students as they move on to 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). Provide supporting documentation in the corresponding folder.*

**When sixth graders are exiting Westbrook, we work carefully with the Middle school team to ensure their success. Our classroom teachers, administration team, and SPED team discuss the needs of each student with the teachers from the middle school team. We also send our students over for one day to walk through the middle school and meet the teachers. Our sixth grade students who receive special services attend on an additional day for a walkthrough, and our parents and families are invited to attend an informational night at the Middle School.**

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

**7.1**

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.*

**At Westbrook, we extend the school day by providing opportunities for students to learn before and after school as well as during the summer. Using title funds, we organize a summer school session for targeted students that is run by certified teachers with a focus on retention of reading and math skills.**

**We also organize afterschool clubs for students and offer a before and after school "homework club" where students can come to get an early start or to get caught up on their homework with help from certified staff members.**

**We also encourage reading at home through many initiatives including our "One School, One Book" program done annually in February. This program concludes with a family reading night that brought in over 250 people in 2020.**

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

**8.1**

*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.*



**Westbrook's school-wide plan will be funded through a variety of sources including general fund, Title II A, and Title I. Title I Funds are utilized to support the salaries of our kindergarten teachers across our 4 School-Wide Title buildings and parent engagement funds. Title II-A funds support a mentoring program for new teachers and principal coaching including opportunities for staff to attend Adaptive Schools and Cognitive Coaching sessions.**

**General funds support lower class sizes especially in K-3, a reading specialist(s), educational assistants in the building for the purpose of assisting students at-risk in reading and math, assistant principals (only in Title buildings). General funds also support a summer school program available only to our Title buildings for students identified at academic risk.**