

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:	Westgate Elementary School
County District School Number:	013
School Grade span:	K-6
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	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:	Amanda Moon
School Principal Email Address:	moon.amanda@westside66.net
School Mailing Address:	7802 Hascall Street Omaha NE 68124
School Phone Number:	402-390-6495
Additional Authorized Contact Person (Optional):	Jay Elliott
Email of Additional Contact Person:	elliott.jay@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

<p>Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i></p> <p><u>Megan Urosevich</u> <u>Amanda Moon</u> <u>Jay Elliott</u> <u>Maryjo Stegman</u> <u>Alissa Clowe</u> <u>Sandra Morrow</u> <u>Marialina Morris</u></p>	<p><u>Titles of those on Planning Team</u></p> <p><u>Parent</u> <u>Principal</u> <u>Assistant Principal</u> <u>Counselor</u> <u>Psychologist</u> <u>Instructional Coach</u> <u>Teacher/Team Leader</u></p>
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 283	Average Class Size: 20	Number of Certified Instruction Staff: 33
Race and Ethnicity Percentages		
White: 52 %	Hispanic: 9 %	Asian: 2 %
Black/African American: 26 %	American Indian/Alaskan Native: 2 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 9 %
Other Demographics Percentages		
Poverty: 55 %	English Learner: 9 %	Mobility: 7 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NeSA	
MAPS	
AIMS web	

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

Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.

Building staff compiled, reviewed, and analyzed data for ongoing trends over multiple years from the Nebraska State Reading, Writing, and Mathematics assessments (NeSA) administered in grades 3-6; SAT10 norm-referenced test (administered in grades 3 and 5); and NeSA Writing (administered in grade 4 until 2016). Westside Community Schools has replaced the SAT-10 assessment with the Measures of Academic Progress (MAP) assessment in grades 3 and 5 at the elementary level starting in 2016-17. Demographic data used for disaggregation includes reduced mean eligibility, verified disabilities, non-resident, and mobility. The MTSS team also examines data from AIMSWeb assessments in reading and math. The School Design Team examines data from the Gallup Student Survey and all academic assessments to guide its work in adjusting the building plan to meet the needs of all students.

Westgate staff developed working subgroups, related to Charlotte Danielson's Framework for Teaching, to guide staff professional learning community (PLC) discussions. Individual goals were chosen to differentiate working subgroups to streamline the planning of instruction. Flex grouping of students is another common practice at Westgate, as classroom teachers use pretesting scores to create instructional groups for Math units.

Westside Community Schools provides ongoing training in examining and analyzing data in order to address student needs. At each building, there are regular team meetings among classroom teachers, administration, interventionists and school psychologists to evaluate intervention and student progress (MTSS - Multi-tiered student support, which is the district's RTI process).

Supporting Documents:

Gallup Survey Data

NeSA data

MAPS data

MTSS individual student data

MTSS data meeting agendas/structure for data analysis

1.2

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

Periodically, Westside Community Schools conduct a climate survey. The results of this survey are disaggregated and used by building staff to identify parent and community needs. At Westgate a Parent Advisory Council also convenes monthly to provide feedback to administration. Westside Community Schools worked in collaboration with Gallup to conduct a student assessment that included information about strengths, needs, and opinions. Results from the Gallup survey indicated a decrease in the number of students who were hopeful about their future. Based on these results, intermediate grade levels partnered with community universities and collaborated events and activities to promote hope. Building wide monthly assemblies connected these strategies of hope and motivation with guest speakers from the area.

In addition, Westside Community Schools frequently conducts surveys seeking input on various building and district initiatives. Buildings also conducted surveys in order to meet AdvancEd requirements for accreditation. Results of the survey were collected and analyzed by the design team. Plans for increased school to home academic communication were put in place with the use of a daily student notebook and applications that parents were able to access with technology.

Supporting Documents:
Beliefs Survey
Stakeholder Surveys
Gallup Engagement Survey results

1.3

Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.

The school design team uses results from the Nebraska statewide assessments in the areas of math and reading (NeSA), classroom assessments, AIMSweb benchmarking data, reading inventories, and administrative walk throughs. Westgate's continuous school improvement plan aligns with the Westside Community School's Strategic Plan goals of focusing on literacy skills, personalized learning, and implementing meaningful technology. The design team collaborates to plan weekly building-wide professional development related to the works of Anita Archer and Charlotte Danielson. Narrowing the focus for this year, staff developed individual goals to focus on questioning, assessment, and student engagement directly aligned with Charlotte Danielson's Framework for Teaching.

Supporting Documents:
Select a session doc
Building Level Heat Map
District Strategic plan
School Design plan-yearly

2. Schoolwide reform strategies

<p>2.1</p>	<p><i>Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.</i></p>
<p>Westgate has implemented a variety of research-based strategies to increase student achievement. Westgate employs two reading coordinators that meet with students to provide extra support in reading. Westgate also has an instructional literacy coach that works with and supports staff to improve student learning in reading. Professional Learning Communities meet weekly to collaborate. Grade levels examine assessments, analyze results, and plan how to provide additional assistance to students. Teachers collaborate in PLC groups once a week, and provide logs showing the different strategies that will be used to assist students. The Westgate MTSS Team (RTI team) meets periodically to assess progress of students, evaluate interventions, and make adjustments, if necessary. Many of the strategies emerging from PLC meetings or MTSS meetings are reflected in the reading and math plans teachers complete each week. The reading and math plans provide focus and structure for teachers and student learning.</p> <p>Westgate also provides supports to promote positive behavior in the classroom and school as a part of the district's Positive Behavior Intervention and Support program. Three times a year, teachers complete a universal screening tool that identifies students at risk for both internalizing and externalizing behaviors. The Positive Behavior Intervention Support (PBIS) Team then meets to identify interventions to assist with student needs in the area of behavior support. Teachers also use a variety of activities and strategies to promote positive behavior and decision-making.</p> <p>Supporting Documents: Interventionist Schedule</p>	

Student Data Behavior Interventions/Reading Interventions
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3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>All paraprofessionals (EAs) at Westgate are highly qualified and meet the ESEA/ESSA requirements. All Educational Assistants hired in the district submit college transcripts and are required to complete a background check. Additional training is done via Project Para online educational assistant training, as well as CPR and First Aid trainings. At Westgate educational assistants meet monthly with administration to receive professional development related to both student behavior and academic performance.</p> <p>Supporting Documents: Paraprofessional Training Documents Highly Qualified EA's Project Para REquirements</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.</i>
<p>Professional development at Westgate Elementary focuses on improving and implementing strategies focused on student achievement. Teachers are engaged in Pre-Opening Meetings both at the district and building levels. These meetings occur before students return to school in August and focus on improvements to classroom instruction. District professional learning meetings occur throughout the school year. These meetings continue to focus on strategies to improve student achievement. Each year, every certified staff member is required to input a personal professional goal into the TalentEd system. This goal addresses the area in which staff will work on an individual basis to improve student achievement and success. These goals are focused on strategies to improve scores for the at-risk subgroups of students who fail to meet</p>	

grade level standards. For example, students who receive free and reduced lunches, SPED, and African American males. Professional development is important to the continual growth of teachers and improvement of student achievement.

Professional development at Westgate focuses on effective instruction directly related to the district's strategic plan goals while connecting the work of Archer and Danielson to improving student achievement. This plan is reviewed weekly by administration in collaboration with the instructional coach.

Supporting Documents:

Professional Learning Calendars

LEA (First 3 years with Westside) Calendar

Professional Development menus from Professional Learning Days- District Level and Building Level

5. Strategies to increase parental and family engagement

5.1

Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.

At Westgate, the Community Club and Parent Advisory Council are a vital piece of the family engagement and parent communication process. The principal and teacher leader attend a monthly Community Club meeting and share information about the Title I program with parents. At this meeting, the school-parent compact is reviewed and revised, as needed. Student input is considered by reviewing results from the Gallup student needs survey and communication from the Student Council team officers. The compacts are signed at the beginning of the year and kept on file in the office. The compact will be reviewed at the fall parent-teacher conferences and throughout the year as needed. Periodically, parents are invited to review the compact and make suggestions for revisions. The Parent Advisory Council provides feedback to administration and communicates concerns from the school community. The District parent policy will continue to be shared with families, and collaboration between teachers, parents, and students will continue to be facilitated through conferences, home-school notes, and student planners. All of these are ways that parents provide input to help increase student achievement.

Supporting Documents:
Attestation
Sign in for Parent Meetings
Schoolwide Compact
Parent Involvement Policy

5.2 *Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.*

Each year the principal attends a Community Club meeting and shares information about the Title I program at that meeting. The building parent involvement policy is reviewed and revised as needed. Westgate also has a Parent Advisory Council comprised of parents, teachers, administrators, educational assistants, and a member of the school board. This group of individuals will periodically review, revise, and provide feedback on the Parent Involvement Policy, if necessary.

Supporting Documents:
Parent Involvement Policy
Sign in Parent Meeting
Community Club Schedule of Events

5.3 *Please provide a narrative below explaining how, when and where 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.*

The annual Title I parent meeting was held on October 11, 2016 at Westgate Elementary to inform parents and Westgate's School Board member of the school's participation in Title I. Ongoing activities to provide opportunities for parent involvement include community events such as the Dr. Seuss breakfast and Thanksgiving luncheon. School events for parents include parties and field trip supervision. Parent communication is a piece of the daily student planner going home and parent signature requirement. Frequent meetings are held to assess student needs with families and translation is provided by the district as needed for both in person conferences and telephone conversations.

Supporting Documents:
Collaboration Night Flyer
Parent Involvement Night Flyers
Parent Advisory Team Presentations
Student Notebooks

6. Transition Plan

6.1	<i>Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>NEED MOON TO WRITE THIS ONE***</p> <p>pre-K gators, buddies, K round up, medical info., meeting staff, school events, parent advisory, PBIS Team participation, K round up, pre-K student needs meeting for incoming K 's</p>	
6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>Sixth grade students who will transition to Westside Middle School receive notification of orientation nights for students and their parents. These orientation nights take place in February and March and include availability of dinner and breakout sessions for the evening. Breakout sessions outline the registration process, information about extracurricular activities, grading, special education, and student strengths and life skill development. Students will also have the opportunity to attend a camp in the summer just before school begins for further orientation to middle school. Additionally, there are opportunities for at risk and special needs students to take orientation field trips to the middle school during their 6th grade academic school year.</p> <p>Supporting Documents: Middle School Orientation Agenda 6th Grade Teacher visit to WMS Middle School Camp Documents</p>	
6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
NA	
6.4	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
NA	

7. Strategies to address areas of need

7.1

Please provide a narrative below explaining 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.

Westside Community Schools implemented a master schedule where interventions and enrichment opportunities can co-exist in the classrooms at the same time. This also extended the reading block which allows for teachers to meet with guided reading groups. The guided reading groups are smaller groups of students that work at their instructional reading levels. The teachers will meet with groups that are at lower instructional levels more often throughout the week. Students who need more practice in reading meet with their teachers in small groups from three to five times a week. Westgate holds an after school Study Club in the spring to provide supplemental reading and math instruction as well as teaching test taking skills and increasing motivation to prepare students for success on the NeSA test. The MTSS Team's instructional and behavioral student review process also provides assistance to teachers. The team meets frequently to review data and analyze student interventions. Teachers then plan whole group, small group, and individual reading lessons to have a consistent and structured developmentally appropriate objective. Westgate brings in volunteers from the community to work with students individually and in small groups. These volunteers focus on reading and math. Westgate has over 20 volunteers who work with over 50 students. Additionally, Westgate participates in the Teammates mentoring program where mentors may assist students both emotionally and academically. Westgate also hosts Summer School where the school partners with Paddock Road elementary staff and students to provide supplemental instruction with reading and math. Westgate typically has 30-40 summer school students. The extended school year opportunity allows students to maintain or increase their academic performance and prepares them to be successful when returning in the fall.

Supporting Documents:

Master Schedule

School-Wide Enrichment Topics Offered

Building Hope Plan-Year one

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

8.1

Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.

Westgate's schoolwide plan will be funded through a variety of sources including general fund, IDEA, Title II A and Title I. Partial funding may be supplemented through the district grant writing process. The Title I principals and central office administrator who oversees the Title I program meet monthly to discuss needs, and Title I funds are allocated in order to best address needs outlined in the schoolwide plans at each building. For example reading coordinator and math assistants are funded by this program; in addition, a summer school program is funded through Title I monies.

In the past, Learning Community Grant funds have been used to support a Literacy Coach. In addition, funds were utilized for summer school programs that extend the school year and assist struggling students. General Fund as well as Title funds support reading specialists in the building for the purpose of assisting at-risk readers. These three funding resources combine to support a network of reading services for the building. Title IIA funds, general funds, and Title I all support the goal of lowering class sizes. Students from Westgate experiencing homelessness are provided with services such as transportation through the district's McKinney Vento Homeless Grant.

**Supporting Documents:
District Title One Budget**

8.2

Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.

Westgate uses a variety of community resources to support student learning. Enrichment clusters allow for community members to visit the school and provide instruction related to their specific field or occupation. Students are able to choose the sessions they want to attend related to their own interests and goals. Community resources are also utilized to support the needs of Westgate students and staff in a variety of health-related ways. Food Bank of the Heartland provides students with backpacks of food for the weekends. Students receive food bags every Friday. Westgate partnered with the Dental Caremobile to provide

students and families with free dental care. Westside Community Schools is also partnered with Children's Behavioral Health to provide counseling and medical resources to students and families. Additionally, Westgate participates in the Teammates mentoring program where mentors may assist students both emotionally and academically.

Supporting Documents:

Teammates Program Documents

Volunteer Schedules

Service Provider documentation