

# Title I Schoolwide Plan

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

*The New Title I Schoolwide Plan is due to the NDE Federal Programs office  
by April 1st*

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|   |  |
| District Name:  | Westside Community Schools   |
| School Name:  | Westgate Elementary  |
| County-District-School Number:<br>XX-XXXX-XXX                                 | 1  |
| Grades <b>Served</b> with Title I-A Funds:<br>(PK is rarely served)           | K-6  |
| Preschool program is supported with Title I funds. (Mark appropriate box)     | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Summer school program is supported with Title I funds. (Mark appropriate box) | <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<br><input checked="" type="checkbox"/> Math<br><input type="checkbox"/> Other<br>(Specify) _____ |
| School Principal Name:  | Scott Becker   |
| School Principal Email Address:   | Becker.scott@westside66.net  |
| School Mailing Address:   | 7802 Hascall Street Omaha NE 68124   |
| School Phone Number:  | 402-390-6495   |
| Additional Authorized Contact Person<br>(Optional):                           | Kendal Runde   |
| Email of Additional Contact Person:   | Runde.kendal@westside66.net  |
| Superintendent Name:  | Mike Lucas   |
| Superintendent Email Address:   | Lucas.mike@westside66.net  |

| <u>Names of Planning Team</u><br><i>(include staff, <b>parents</b> &amp; at least <b>one student</b> if <b>Secondary School</b>)</i>      | <u>Titles of those on Planning Team</u>   |
|---|---|
| Brent Koster<br>Scott Becker<br>Kendal Runde<br>Diana Williams<br>Alissa Clowe<br>Abby Lynch<br>_____<br>_____<br>_____<br>_____<br>_____ | <u>Parent Administrator</u><br>Administrator<br>Instructional Coach<br>Psychologist<br>Counselor<br>_____<br>_____<br>_____<br>_____<br>_____ |

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

| <b>Assessments used in the Comprehensive Needs Assessment</b><br><i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i> |  |
|--|--|
| <b>NSCAS</b>   |  |
| <b>MAP Growth</b>  |  |
| <b>Fastbridge</b>  |  |
|  |  |

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| Confirm all Instructional Paras are Qualified according to ESSA. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
|--|---|

**Date Reviewed:** 5/15/24

**The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.**

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

**1. Comprehensive Needs Assessment**

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|------------|--|
| <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>Building staff compiled, reviewed, and analyzed data for ongoing trends over multiple years from the Nebraska State Reading and Math assessments administered in grades 3-6 and from Measures of Academic Progress(MAP) Testing in Reading and Math in grades 3-6. Demographic data used for disaggregation included reduced mean eligibility, verified disabilities, non-resident and mobility. The MTSS team also examines data from Fastbridge benchmarking assessments in reading and math. Additionally, team members analyzed our SAEBERS data in fall and winter to determine students who were “at risk” or “some risk.” Intervention plans were developed for those students within team meetings and consistently checked in every six weeks in our tier 2 and tier 3 meetings.</p> <p>Westgate’s Leadership team frequently analyzed the data for students who were high risk, and low risk. Specific grade level cohorts were identified based on fall and winter benchmarking scores and specific grade level plans were developed to intensity intervention and ensure fidelity of the core. Flex grouping of students is another common practice at Westgate, as classroom teachers use protesting scores to create instructional groups for math units.</p> <p>During our quarterly MTSSS meetings, staff members collaborated and developed grade-level specific action plans in both reading and math. These instructional actions were created with the support of the Instructional Coach, Reading Coordinators, and Administration. Instructional action plans were reviewed regularly during ongoing PLC’s and formal building meetings. In addition, building administration have utilized these action plans to determine professional development needs for staff members.</p> |
| <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.</i></p> <p>Periodically Westside Community Schools conducts a climate/belonging survey. The results of this survey are disaggregated and used by the building staff to identify parent and community needs. The Westgate Community Club also convenes monthly to provide feedback to administration. During these meetings family engagement nights are topics of discussion where parents provide input on what went well at the events and areas for potential improvement. Westside Community Schools worked in collaboration with Hanover Research to conduct a student assessment that included information about strengths, needs, and opinions. Results from the student belonging survey guide the word done by our leadership team. The goal is to provide belonging for all. Building wide monthly assemblies also connect these strategies of hope and motivation</p>  |
| <b>1.3</b> | <p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i></p> <p>The school leadership team uses results from the Nebraska statewide assessments in the areas of math and reading (NSCAS), classroom assessments, Fastbridge benchmarking data, reading inventories, and admin walkthroughs. Westgate’s continuous school improvement plan on student dignity, belonging, reading, math, and social-emotional well-being. At this team works in collaboration to analyze data and create action steps in our building school improvement plan. Westgate also utilizes the district-wide Instructional Model that outlines best practices for instruction in four different categories. These categories include Positive Classroom Climate, Effective Classroom Management, Data-Informed Instructional Practices, and Active Student Engagement. The model guides scheduling and planning of the elementary building professional learning for the year.</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.*

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 coach that works with and supports staff to improve student learning. Professional learning communities meet weekly to collaborate. Grade levels examine assessments, analyze results, and plan how to provide additional assessments to students. Teachers collaborate in PLC groups once a week. The Westgate MTSS team meets periodically to analyze student progress monitoring data of students receiving interventions, evaluate effectiveness, and make adjustments if necessary. In addition to this data, the team also takes into account behavioral concerns, and attendance.

Westgate also provides supports to promote positive behavior in the school. Three times a year, teachers complete a universal screening tool that identifies students at risk for both internalizing and externalizing behaviors. The MTSS-B 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 behavior support including the implementation of BIST strategies.

## 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.*

In the summer of 2022, the Westgate leadership team met to review and prioritize building goals and professional learning needs for all staff.

At the beginning of the school year, the district hosts an Educational Assistant Conference to provide multiple training opportunities to all district paraprofessionals. Example topics from the conference include assistive technology, correcting problem behaviors, supporting literacy, and first aid. Educational Assistants provide feedback about what they learned at this conference and what topics should be provided at future conferences.

New certified staff are provided with an extensive support system through the Lighthouse Educator Academy (LEA). Throughout the staff member's first three years, they learn about

## 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.*

At Westgate, the Community Club's collaboration with building leadership is a vital piece of the family engagement and parent communication process. The Westgate Community Club meets monthly with administration. At this meeting, the school-parent compact is reviewed yearly and revised as needed. The compact are signed digitally at the beginning of each school year. Communication with families is conducted in a variety of digital platforms including weekly newsletters, school website updates, class dojo messaging, twitter, facebook, and the Westside Warrior app. This communication has helped to increase family

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| attendance and engagement at events such as open house, the homecoming parade, school carnival, and parent teacher conferences.   |   |
| <b>4.2</b>  | <i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.</i>                  |
| Each year the principal attends a community club meeting and shares information about the Title I program. The building parent involvement policy is reviewed and revised as needed.  |   |
| <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.</i> |
| The annual title I parent meeting was held on February 7th, 2023 at Westgate Elementary to inform parents of Westgate's participation in Title I. Ongoing activities provide opportunities for parent involvement which include community events such as the Westgate Math family fun night, Westgate art showcase night, and paint and pancakes family night. School events for parents include parties and field trips. Parent communication is a piece of the daily student planner going home and parent signature requirement. Frequent family conferences are held to assess student needs with families and translation is provided by the district as needed. |   |

## 5. Transition Plan

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| <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> |
| <p>Westgate Elementary provides several opportunities for families to connect with the school before the start of their kindergarten year. In the spring, Westgate provides a kindergarten parent meeting to inform parents about what kindergarten looks like at the school. This night also allows parents to ask questions, meet teachers and other staff, and see the classrooms and school.</p> <p>Soon to be kindergarteners are invited to a kindergarten roundup each spring to meet teachers and experience some time in the classrooms. The week before school starts, all students are invited to a back to school meet and greet night.</p> <p>Incoming kindergarten families with students who have qualified for an IEP participate in a transition meeting prior to the start of the school year. During these meetings, the principal, along with early childhood and elementary IEP teams (including parents) meet to discuss transition and plans.</p> <p>Parents of incoming kindergarten students also receive a summer newsletter and information for the start of the school year. To help with the transition, and to learn procedures, students are split into 2 groups and half of the students attend for two days. All students start together on the fifth day of the new school year.</p> |   |
| <b>5.2</b>   | <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 School, Middle School to High School, High School to Post Secondary Schooling or Career).</i>  |

Westside Middle School hosts several events in coordination with elementary buildings to support the transition between elementary school and middle school. Families of sixth grade students receive notification of orientation nights which take place in February and March and include the availability of dinner, as well as choice breakout sessions. The breakout sessions outline the registration process, information about extracurricular activities, grading, special education, and student strengths/life skill development. Westside Middle School also hosts a Warrior Walkabout for all sixth graders throughout the district. Groups for this walkabout are created including students from multiple schools to meet new students as they learn about their new middle school home. Sixth grade students also have the opportunity to attend an optional jumpstart camp in the summer to get more acclimated to the building and ready for middle school. Additionally, special education case managers meet with staff at the middle school to provide opportunities for extra field trips as appropriate. Westside Middle School counselors schedule a day to visit all elementary buildings to answer student questions, and hold a separate meeting with the sixth grade staff and leadership team regarding student

## 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.*

Westgate offers several opportunities to extend learning for all students. 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 reading groups. The 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.

This year, Westgate sponsored a math study club for students. Students were identified for this club based off math screening scores throughout the year. This club is led by certified staff members.

Westgate also offers three family engagement nights during the year. The purpose of the family engagement nights is to invite students and parents to participate in a night of extended learning and enrichment. Activities are centered around math, science, reading, art, etc.

Every summer, Westgate partners with a neighboring Title I school to offer a 5 week reading, writing, and math summer school. Certified teachers teach the summer school classes. Students are also given breakfast and lunch as a part of this program.

## 7. Consolidation OR Coordination and Integration of Federal, State, or local Funds

**7.1**

Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). *(If you choose not to consolidate, N/A is acceptable.)*

Our district chooses to coordinate and integrate local/state general funds, federal funds (ESSA funds, National School Lunch funds) in order to meet our student needs and support student achievement.