

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
Building Grade Span Served with Title I-A Funds:	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 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 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 all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, 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>
<u>Jessica Taggett</u>	<u>Parent</u>
<u>Amanda Moon</u>	<u>Administrator</u>
<u>Jay Elliott</u>	<u>Administrator</u>
<u>Hannah Andahl-Newman</u>	<u>Counselor</u>
<u>Alissa Clowe</u>	<u>School Psych</u>
<u>Diana Williams</u>	<u>Instructional Coach</u>
<u>Mary Morris</u>	<u>Teacher</u>
<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>

School Information
(As of the last Friday in September)

Enrollment: 275	Average Class Size: 20	Number of Certified Instruction Staff: 38
Race and Ethnicity Percentages		
White: 58%	Hispanic: 12 %	Asian: less than 1 %
Black/African American: 14 %	American Indian/Alaskan Native: less than 1 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 13 %	
Other Demographics Percentages <i>(may be found on NEP: https://nep.education.ne.gov/)</i>		
Poverty: 100 %	English Learner: 4 %	Mobility: 10 %

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

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>Building staff compiled, reviewed, and analyzed data for ongoing trends over multiple years from the Nebraska State Reading and Mathematics assessments (NSCAS) 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. The School Design Team examines data from the Westside Student Belonging Survey and all academic assessments to guide its work in adjusting the building plan to meet the needs of all students. Additionally, team members analyzed our SAEBRS 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 or at some points sooner in our Tier 2 and Tier 3 Meetings.</p> <p>Westgate's Leadership team frequently analyzed the data for students who were high risk, some risk, and low risk. Specific grade level cohorts were identified based on fall and winter benchmarking scores, and specific grade level action plans were developed to intensify intervention and ensure fidelity of the core. Flex grouping of students is another common practice at Westgate, as classroom teachers use pretesting scores to create instructional groups for Math units.</p> <p>During our quarterly MTSS 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 and Administration. Instructional Action Plans were reviewed regularly during ongoing PLC's and formal building meetings. In addition, Building administration have utilized these instructional action plans to determine professional development needs for staff to ensure all</p>	

staff members have adequate training to successfully carry-out action plans.

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:

- Student Belonging Survey
- NSCAS data
- MAPS data
- MTSS/Fastbridge individual student data
- MTSS/Fastbridge PLC Template
- MTSS Intervention Plan
- SAEBRS Grade Level Data
- SAEBRS Meeting Agenda
- SAEBRS Smartform

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.*

Periodically, Westside Community Schools conducts a climate/belonging survey. The results of this survey are disaggregated and used by building staff to identify parent and community needs. The Westgate Community Club/Parent Advisory Team also convenes monthly to provide feedback to administration. During these monthly meetings family engagement nights are topics of discussion where parents provided input on what went well at the events and areas for potential improvement. In the spring, we also had parents participate in a survey to provide feedback for our leadership team, in an effort to plan for the coming academic year.

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 work done by our Diversity Equity and Inclusion team. The goal of this team is to promote belonging for all, within the Westgate school community. Building wide monthly assemblies also connect these strategies of hope and motivation with guest speakers from the area.

Supporting Documents:

- Belonging Survey

- Parent Survey
- Building Data

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.

The school design team uses results from the Nebraska statewide assessments in the areas of math and reading (NSCAS), classroom assessments, FASTBRIDGE 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 student dignity belonging, reading, math, and social-emotional well-being. At Westgate, we have Design Team work groups aligned to each goal. These teams work in collaboration to analyze data and create action steps known as our Building Plan. Each team is responsible for presenting information to staff and brainstorming action steps that align with the data and areas of need. In the past, Westside has used the Charlotte Danielson Framework for Teaching Model to support and coach teachers. This year, Westside also created a district-wide Instructional Model that outlined best practices in four different categories. Those categories included Positive Classroom Climate, Effective Classroom Management, Data-Informed Instructional Practices and Active Student Engagement. The model included a variety of best practice links and digital resources for staff. This model guided the scheduling and planning of professional development for our Westgate staff this year in the 2022-2023 Elementary Building Professional Learning Calendar, where we had a focus on Data Informed Instructional Practices.

Supporting Documents:

- Westside Instructional Model
- 2022-2023 Westgate Professional Learning Plan
- Westgate Action Plan
- Design Team Work Action Plans

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.

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 assistance to students. Teachers collaborate in PLC groups once a week, and provide PLC logs showing the different strategies that will be used to assist students. The Westgate MTSS Team meets periodically to analyze progress monitoring data of students receiving interventions, evaluate intervention effectiveness, and make adjustments if necessary. In addition to this data, the team also takes into account behavioral, attendance, and other data. 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.

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.

Supporting Documents:

- Reading Interventionist Schedule
- Math Interventionist Schedule
- MAP Data
- PLC Log
- Student Data
- Behavior Interventions/Gator Report

3. High quality and ongoing professional development

3.1	<i>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.</i>
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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 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.

Prior to the start of each school year, Westgate Leadership Team looks at building and individual student data from the previous school year to determine professional development focus. During the 2022-2023 student data showed that our building focus would be specifically in the area of math. Our Instructional Coach planned professional development based on walk-through data, best practices research, and staff feedback to determine specific instructional strategies which professional development is created around. Our building focus this year was data informed instructional practices-specificly focused on clear learning goals and best practice checks for understanding.

Professional development at Westgate focuses on effective instruction directly related to the district's strategic plan goals connected to Westside's Instructional Model. This plan is reviewed weekly by the administration in collaboration with the instructional coach.

Supporting Documents:

- Professional Development Plan/Calendar
- Instructional Model Walkthrough Form
- Professional Development Presentations/Handouts
- Instructional Model
- STOP Day Forms

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.

At Westgate, the Community Club's collaboration with Building Leadership is a vital piece of the family engagement and parent communication process. The Community Club meets monthly with

administration. At this meeting, the school-parent compact is reviewed and revised, as needed. 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 Community Club provides feedback to administration and communicates concerns from the school community.

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 Warriors app. This communication has helped to increase family attendance and engagement at events such as open house, the homecoming parade, school carnival, art and math nights, the scholastic book fair, etc.

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:

- Homecoming Event
- Math March Madness Calendar
- Sign in for Parent Meetings
- Schoolwide Compact
- Sign in Sheets for Parent Engagement Nights

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.

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 Team comprised of parents, teachers, and administrators. 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

4.3	<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>The annual Title I parent meeting was held on February 7, 2023 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 Westgate Math Family Fun Night, Westgate Showcase Night, and Paint and Pancakes Family Night (School Art Fair). 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 family conferences 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.</p> <p><u>Supporting Documents:</u></p> <ul style="list-style-type: none"> ● Westgate Showcase Family Night Flyer ● Parent Engagement Night Sign-In Sheets ● Parent Engagement Night Flyers ● Parent Meeting Presentations ● Student Notebooks Sample 	

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>
<p>Westgate has an extensive plan to support students transitioning into our school. When it relates to students from early childhood centers or preschool age, it depends what facility or provider they are coming to us from. Our district has preschool centers that enable us to have meetings with students, parents, and any service providers they currently have to collaborate on student plans. If a family is coming from an early childhood center outside of our district, we do our best to communicate with parents prior to kindergarten meetings through our school secretary making phone calls to determine next steps. The majority of our information is delivered during kindergarten parent meetings and then again at kindergarten round-up. If there are students with special needs or accomodations we meet with the appropriate providers and schedule team meetings as needed prior to their first day at Westgate. When it comes to</p>	

students transitioning from another school to Westgate, we have a different process to address mobility. We offer tours for families and a chance for parents to come in and meet administration. This allows families to see the facility and ask questions. We look through student records provided from the previous school district and determine next steps. We schedule appropriate team meetings dependent on student needs and follow state protocols for special education if required. We share appropriate information with staff and service providers who will be working with new students. We often introduce families to our school counselor, social worker, psychologist, health assistant and secretary along with administration as these folks make up our leadership team and front lines of communication. We make families aware of district resources, such as the food pantry, clothing closet and wrap-around service providers. Lastly, we make families aware of the variety of communication they can sign up for at Westgate and Westside. Communication options include weekly newsletters, Class Dojo digital application, email, text, and the district digital application (WCSD66) for Westside Community Schools.

Supporting Documents:

- Family Resource Center Flyer
- Incoming Kindergarten Newsletter
- PreK/Kindergarten Transition Meetings
- Class Dojo Parent Login Registration
- Student Services Flyer

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).*

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 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.

If a student is transitioning to another school, Westgate provides student records to the new school and frequently makes phone calls to the student's new school as well to ensure a successful transition.

Supporting Documents:

- Middle School Orientation Agenda
- Middle School Warrior Walkabout Schedule
- Middle School Parent Information Night Flyer

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.*

At the building level each year, our Leadership Team in collaboration with our Core Design Team, analyze data to create a yearly Westgate Action Plan. As we disaggregated our building data, we determined that math, reading, and social-emotional are the areas where we developed goals and action steps to make growth. We specifically looked at grade-level cohorts and developed grade-level targeted instructional plans to address the areas of highest need. Additionally, we developed Design Teams around these specific areas of goals/areas for improvement. These Design Teams developed professional development throughout the year and school-wide activities that align with our building-level goals. In order to ensure that we are able to address these needs we developed our daily master schedule with these targeted areas and grade levels in mind. Our master schedule prioritizes these grade levels to get the most intense levels of support. The MTSS Team's instructional and behavioral student review process also provides assistance to teachers. The team frequently meets to review data and analyze student interventions. Within the regular school day, our MTSS Team utilizes benchmark assessments to determine students' risk levels. Targetted students meet regularly, often daily, to receive intensive interventions from reading interventionists, classroom teachers, and paraprofessionals.

Westgate recruits volunteers from the community to work with students individually and in small groups. These volunteers focus on reading, with a specific focus on listening to students read and developing stronger comprehension skills. Westgate has over 20 volunteers who work with over 50 students. Additionally, Westgate participates in the Teammates mentoring program, where mentors may assist students emotionally and academically.

Westgate has a variety of community partnerships. A large number of volunteers come from one of the neighborhood churches, West Hills. We also host school-wide enrichment clusters where community members and staff members teach weeklong sessions related to student interests and future career opportunities.

Additionally, beyond the regular instructional day we have partnered with another school in Westside to develop after-school math tutoring. This program meets on Tuesdays and Thursdays for one hour after school and is supported by certified teachers. The weekly lessons are determined based on math benchmark assessments and classroom assessments. These lessons are created collaboratively with a lead teacher and our building Instructional Coach. Also, beyond the regular instructional day we provide summer school for students who qualify. Our district has two host buildings for summer school; Westgate is the south location. Summer school splits the day into sessions of Reading, Math, and Enrichment opportunities. Students from multiple schools attend the Westgate program for supplemental instruction and to combat summer learning loss. Transportation is provided for those who need it.

Supporting Documents:

- **Master Schedule**
- **School-Wide Enrichment Topics Offered**
- **Vounteer Orientation Night Flyer**

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

7.1	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>
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NA Our district doesn't consolidate funds. 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.

