

Title I Schoolwide Plan Cover Page

District Name:	Grand Island Public Schools	
School Name:	West Lawn Elementary School	
County-District-School Number: xx-xxxx-xxx	40-0002-011	
Grades Served with Title I-A Funds: <i>(PK is rarely served)</i>	K-5	
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) _SEL__	
School Principal Name:	Dr. Maggie Mintken	
School Principal Email Address:	mmintken@gips.org	
School Mailing Address:	3022 W. College Street Grand Island, NE 68803	
School Phone Number:	308-385-5930	
Additional Authorized Contact Person (Optional):	Daniel Jaimes	
Email of Additional Contact Person:	djaimediaz@gips.org	
Superintendent Name:	Matt Fisher	
Superintendent Email Address:	mfisher@gips.org	

Date Reviewed: 3/5/2024

Submit Cover Page to (rhonda.wredt@nebraska.gov), at NDE Federal Programs Office by May 1st.

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.

Team members use NSCAS, MAP, STAR 360, and other formative assessment data results to guide their decisions in how SIP needs to be adjusted to meet the needs of all learners. We use the data stated

in the SIP plan to make adjustments for future action plans. Teachers plan every Wednesday afternoon together so data is updated on a regular basis and used for purposefully and intentional planning as well as 4 days a week for 50 minutes. This also includes at least one day of week of PLC planning as well.

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.*

We collected parent surveys during spring parent-teacher conferences. We also hold monthly PTO meetings to discuss needs of students and staff. A parent notification is shared weekly, informing parents of upcoming PTO meetings or surveys.

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. West Lawn's School improvement plans focus on at-risk students and their academic achievement and connectedness to the school. Our focus is to help all students, but especially these targeted students, achieve academic success while closing the achievement gap. Our SIP goal is West Lawn will increase reading proficiency to meet the state average (3rd and 4th: 60% and 5th: 60%) on the Nebraska State Accountability (NSCAS) centralized state testing process.

2. Schoolwide reform strategies

2.1 *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.*

Staff members at West Lawn Elementary examine all the assessment data collected in formative and summative assessments through professional learning communities (PLCs). Our school improvement process involves data for the purpose of improving instructional delivery to benefit all students. Our goal is to close the achievement gap in both language arts and math. Teachers analyze all subgroup statistics from NSCAS for identifying our highest areas of need. Student scores are formulated in scaled format to easily identify those who reached proficiency levels compared to the students who have not. Our staff realizes the importance of using a variety of assessments for a true picture on each child.

We offer intentional assistance for at-risk students. Our English Language Learners (ELL) program works with student on language development in the areas of reading, writing, and speech. Our special education program provides target interventions for students who have goals in place for learning needs. We offer What I Need (WIN) time daily to assure our Response to Intervention (RtI) students are working on specific skills they need to be successful. We also offer extended learning opportunities (ELO) in the area of reading and math and target students who need these specific skills.

3. Qualifications of instructional paraprofessionals

3.1

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.

Every effort is made to ensure that paraeducators assigned to Title I schools have either attained the required college credit or have passed the Master Teacher Paraeducator training program. The Master Teacher Paraeducator program is provided at no cost to the employee and records are kept on file in the GIPS Human Resource department. A stipend of \$.50 per hour is paid to paraeducators who are hired and have either an associate degree or have 48 hours of college credit. Staff members hired that do not meet the aforementioned criteria for college degree/credit are required to complete our internal training and assessment (from The Master Teacher or UNL Project Para). Upon successfully completing those assessments, the paraeducators are paid a \$.25 per hour stipend.

4. High quality and ongoing professional development

4.1 *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.*

The district's mentor teacher program is designed to provide novice teachers with professional and personal support through a structured, yet flexible, process and set of activities that results in high performing, reflective practitioners. District administrators will be responsible for assigning a mentor for each novice teacher, which includes all teachers new to Grand Island Public Schools with two or less years prior teaching experience. Mentor program activities will be structured around Marzano's Focused Teacher Evaluation Model, which provides a common language for teaching and helps focus on the four domains of teaching (standards based planning, standards based instruction, conditions for learning, and professional responsibilities). Professional development will focus on helping new teachers use research-based strategies. Specific topics addressed will include student and classroom management, communication with students and parents, instructional planning, student assessment, and various district-wide and school improvement efforts. The GIPS staff is the district's most important resource, and their ongoing growth and development are key to improved teaching and learning. The district's professional development program has been designed to support and sustain meaningful and ongoing learning opportunities for adults that result in successful across-the-district implementation of targeted teaching and learning strategies. In addition to participation in traditional workshops and conference opportunities, professional development activities are being provided through multiple day learning opportunities, mostly during the summer months; the use of learning facilitators and math and science coaches to enhance instruction; optional and required learning teams (study groups); and several advanced training opportunities designed to expand the staff's capacity to lead various reform. The district's professional development efforts have been designed to directly support the improvement of students reading comprehension; written communication, understanding of mathematical concepts, backward planning and the formative assessment process, and school and district climate/culture. All required professional development time have been allocated to help achieve either district-wide or school improvement goals.

Teacher qualification folder. SIP Agendas. New teacher back to school. New teacher trainings from district. Teacher Seminars agendas off of Sked.

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.*

The school-parent compact was presented to our parents at the initial Title I meeting at the beginning of the school year. The compact was shared with our parents. Together, we were able to discuss its purpose and parents were able to ask questions and provide feedback. The school-parent compact was implemented this fall during parent-teacher conferences. Teachers and students went through the compact prior to the conferences and then parents read and made a commitment to their role in their child's education process.

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.*

District Policy 9110.1 Parental Access to Education Practices was written and approved by the Grand Island Public Schools' board of education. This policy was discussed during our initial Title I parent meeting to start the school year. Parents had the opportunity to discuss and provide feedback about the policy. We welcome parents to be involved through our monthly PTO meetings, parent survey in the spring, and family academic events throughout the school year.

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.*

Our Title I parent meeting was held on August 29, 2017. We had a slideshow that explained what Title I was and how our school participated in the program. This was during our regular PTO meeting.

6. Transition Plan

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.

6.1

Due to NDE March 31st Updated: June 2016

Transition to kindergarten is an important aspect of the preschool program. The GIPS Preschool program will start the transition process immediately upon the child's entry into preschool. Kindergarten transition will first be addressed through the curriculum framework (including operational and instructional components and preschool curriculum standards/learning targets) that will be the guide for the preschool teachers as they plan instruction. The curriculum framework was designed to integrate with the kindergarten curriculum framework to allow for a seamless transition. The instructional components of the curriculum framework define elements of the learning environment that will be provided to all preschoolers. These elements correspond with instructional components in the kindergarten curriculum framework. The preschool curriculum framework was developed to be developmentally and culturally appropriate (addressed as part of the belief statements that set the boundaries for curriculum development). Kindergarten transition will then be addressed with parents during the second

parent/teacher conferences in early February. Teachers will talk with parents about their plans for their child and will discuss kindergarten registration and orientation that will happen in the spring at individual elementary school buildings. Teachers will communicate this information to home visitors who will follow up with parents during monthly home visits. The preschool teachers will complete a checklist that will be developed with input from kindergarten teachers. These checklists will provide kindergarten teachers with information they need to know about each child to assist them with welcoming the child into their kindergarten class. These checklists will be sent to the appropriate building principal at the end of the school year. Kindergarten teachers will also receive assessment information for each child transitioning to kindergarten. The assessment information will include GOLD results, Early Reading First assessment information, and progress data as well as information about language acquisition in the case of children identified as English language learners. Finally, if the child is identified with special needs or is currently involved in a problem-solving approach (RTI), the preschool teacher will plan a conference to meet with the child's parents, the potential kindergarten teacher, the building administrator, and other staff as needed (e.g., speech pathologist, occupational therapist, etc.) to discuss the transition to kindergarten. Prior to the conference, the staff at the potential kindergarten site will be asked to observe the child in the preschool classroom. During the conference, information about the child will be discussed and a transition plan will be developed. After the conference, a write-up of the transition plan and the child's developmental information will be given to the receiving staff and the child's parents. Preschool staff members will also be available to assist with transition needs in the fall if the kindergarten teacher needs assistance.

6.2 *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.*

Our middle schools offer a tour for all incoming sixth grade student during our spring trimester. All fifth graders attend this event and get to experience a half-day at the middle school. Students from West Lawn will tour Westridge Middle school in the morning and Walnut Middle School in the afternoon. That same evening, families are invited to a meeting and have the opportunity to tour the buildings and ask questions.

6.3 *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. none*

Due to NDE March 31st Updated: June 2016

6.4 *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. none*

7. Strategies to address areas of need

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.

7.1

As a district, we have adjusted the elementary schedule to increase the amount of quality learning with the instructional day. Three years ago, we added twenty-five minutes to the school day and now dismiss at 3:30 p.m., instead of 3:05 p.m. We also structured our school day and created a thirty minute What I Need (WIN) period for work on Response to Intervention

(RtI) interventions within the school day. We have several extended learning opportunities (ELO) being offered at West Lawn Elementary. Our goal is to target our at-risk student for these opportunities by initially inviting these students before opening the opportunities up to others. A couple of these opportunities focus on academics where others may bring more connectedness to the school. For example: in all grade levels student are placed into academic clubs for both reading and math interventions where they get specific instruction based on their needs according to the NWEA MAP assessments. Mrs. Kosmicki also incorporates a Makerspace camp for all grade levels in the fall and in the spring.

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

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.

8.1

The Grand Island Public Schools (GIPS) works to integrate Federal, State, and local funds to support student learning. The GIPS Teaching and Learning Team is made up of district coordinators and directors representing programs serving various student populations. This team meets weekly to coordinate funding, professional learning, integrated services, and monitoring of progress. Title 1 funds are used to support an Instructional Coach in each Title 1 building to improve implementation of specific teaching strategies. Title IIA funds support district wide professional development to support focused planning, data analysis, and instructional strategies. GIPS uses IDEA funds to support the elementary Skills Academy to support students with behavioral and academic needs and to provide professional development to support inclusion of students with disabilities in the general education environment. The district employs a coordinator of homeless services who works with area shelters and institutions to ensure that students are attending school utilizing district poverty funds, Title I, and McKinney Vento funds. Each elementary is supported by a Social Worker supported by district poverty funds. The Assoc. Supt. for Student Services is a member of the Hall County Community Collaborative (H3C) that works with community agencies to provide support for homeless, LEP students and families, and neglected and delinquent youth. H3C funds also provide additional expanded learning opportunities and after school programs, such as FAST (Families and Schools Together) to support and increase family engagement. District funds are available to support students and parents in addressing issues our students are facing due to peer pressure, poverty, and language barriers such as transportation. Local funds are used for the Discovery Program to support West Lawn students in developing self-esteem in an after school program. This program is provided by the Central Nebraska Council on Alcoholism and Addictions.