

# 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:	Grand Island Public Schools
County Dist. No.:	40-0002-000
School Name:	Walnut Middle School
County District School Number:	40-0002-004
School Grade span:	6-8
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>	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:	Rod Foley
School Principal Email Address:	rfoley@gips.org
School Mailing Address:	1600 N. Custer Ave Grand Island, NE 68803
School Phone Number:	308-385-5990
Additional Authorized Contact Person (Optional):	Kate Crowe, Selena Wardyn, Julie Bruning
Email of Additional Contact Person:	kcrowe@gips.org, swardyn@gips.org, jubruning@gips.org
Superintendent Name:	Dr. Tawana Grover
Superintendent Email Address:	tgrover@gips.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be 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>
Jessica Amador Rod Foley Selena Wardyn Julie Bruning Lisa Geist Dr. Danielle Buhrman Maria Vasquez Gustavo Amador	Parent Administrator Administrator Administrator Academic Learning Coach Academic Learning Coach Director Family Connectedness Center Student

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 815	Average Class Size: 22	Number of Certified Instruction Staff: 64
Race and Ethnicity Percentages		
White: 24%	Hispanic: 68 %	Asian: 0.8%
Black/African American: 3%	American Indian/Alaskan Native: 0.7 %	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 2%	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 79%	English Learner: 14%	Mobility: 9%

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS- Not Available 2019-20	MAP
Panorama	ELPA 21
Dream Box	Fast Forward

*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**

<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>Due to our designation as a CSI (Continuous School Improvement) school, Walnut was trained and supported by NDE to do an in-depth root cause analysis. During the analysis, we developed a theory of action which stated: <i>If school leadership shares a clear vision for standards-based instruction and student-centered classrooms, then coaches must align their support and feedback to achieve the vision of instruction, then PLC's must review student evidence to guide standards-based instruction and plan for student-centered classrooms, then teachers must shift core instruction to generate evidence of standards-based instruction and increased engagement, then changed student evidence will result in increased achievement of rigorous standards and student engagement.</i> This led to a focus on our issue that there is a gap between the growth and proficiency that students are showing on formative assessments and scores on NSCAS. We also determined a similar truth that there is a gap between favorable parent perceptions of school climate and favorable parental involvement. The team set goals in increased proficiency in Math and Reading as measured by the NSCAS. Data from NSCAS and MAP were used to identify this need, however NSCAS data from the previous year is not available to confirm. Strategies targeted were continued implementation of our instructional model with Learning Sciences, implementation of new standards based resource, implementation of new content units with more rigorous tasks, ongoing professional learning. This plan would increase the achievement of all students with specific intervention provided in both math and reading for students identified as not meeting standards.</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. Provide supporting documentation in the corresponding folder.</i></p>
<p>Walnut has a Family Connectedness Center (FCC) as part of our Continuous School Improvement grant. Through this opportunity, we have a parent advisory team that meets on a regular basis, the advisory team has also split into and Spanish and English group to help facilitate the comfort of our Spanish speaking patrons. The school also collect data from parents each fall through Panorama, a survey, which in the pandemic was sent directly to parents and followed up by weekly parent communication. Survey data is given to the FCC and used by them at the beginning of the year, as well are our SIP team.</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. Provide supporting documentation in the corresponding folder.</i></p>
<p>The CIP is based on a theory of action which states <i>If teachers engage in the utilization of standards-based learning targets and success criteria that guide student learning, establishment of steps for student preparation and usage of learning targets and success criteria, and finally assurance of student collaborative groups where collective responsibility and autonomy are evident, then student engagement and achievement will increase.</i> Working on that theory of action, we have identified the following strategies: Teachers will engage in standards based planning, teachers will monitor for desired effect in student centered classrooms, and teachers will engage in weekly professional learning communities (PLC's) that require similar content staff to reflect on standards, student outcome data, and make instructional decisions based on this data. To help with these strategies we have partnered with Learning Sciences International and have been named as a</p>	

Demonstration School of Rigor. This has included a large focus on instruction. Staff have received several hours of professional learning and coaching on instructional strategies as well, tracking student learning against the standard, as well as the development of PLC's at each grade level. All staff engage in Coaching for Implementation (C4I) cycles, while administrators and teachers engage in more specific coaching cycles to improve implementation in specific areas of instruction.

## 2. Schoolwide reform strategies

<b>2.1</b>	<i>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.</i>
<p>To help students in sub groups we looked at data from previous NSCAS and MAP tests determined which students were not meeting proficiency levels. Those students are placed in interventions in math and/or ELA. Fluid Math interventions are created by using real time formative and summative data based on standards based instruction from math teachers. Students who struggle to meet the standard at the desired level, are moved into the intervention for re-teaching or skill building using Dreambox. Students in ELA were placed into reading intervention based on reading and skill level, using various reading interventions such as Corrective Reading and Fast Forward. Students are also progress monitored with STAR 360, allowing us to monitor those students targeted as most at risk for not meeting state academic standards. During education in our new normal, we also realize that students may struggle with mental health, Walnut counseling department has set forth a plan for student support groups, as well as the contracting of a mental health counselor to help with the mental health needs of students.</p>	

## 3. High quality and ongoing professional development

<b>3.1</b>	<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>
<p>As we began the Demonstration Schools of Rigor, Learning Sciences International set out a professional learning schedule that began with work with our core team to start the process of developing a vision for instruction. Staff both certified and classified were then trained on their first day of school and helped in this visioning process. The professional learning for staff continues each year. While our support from Learning Sciences is limited, we enhance the work of veteran teachers through C4I (Coaching for Implementation) days where we use our weekly walk through data to develop an Action Board. We coach on the spot, during administrative walkthroughs, and with our instructional leadership team, walk classrooms to see implementation in action and create opportunities for teacher to collaborate and reflect. We do a similar C4I with new teachers, but fashioned to teach the technique tools and do follow up coaching. We also do sprint coaching cycles with teachers, designed to move them through the technique tools in our instructional model. Teachers continue to follow up on their learning form PLC's by meeting weekly on Monday's where they engage in data discussions which lead to changes. We have provided support to our para professionals with training from Anne Benninghoff. We continue to grow as an instructional admin team with the use of the daily standup meeting focused on the action board and sprint coaching goals, as well as bi-monthly meeting with our Learning Sciences Coach.</p>	

## 4. Strategies to increase parent and family engagement

<b>4.1</b>	<i>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.</i>
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<p>Generally, parents, teachers and students discuss the compact during parent conferences, highlighting the role of each person in the process. Stakeholder from students, teachers and parents were committed to developing a compact that outlined how through collaboration we could best provide needs for the students at Walnut, as well as develop a communication network to build communication between all groups. This year with the restrictions placed upon parent conferences, the introduction of the compact came through our weekly phone call home, and followed up in our Parent Advisory committee meeting. To ensure that parents had a second opportunity, we held a Facebook live Title 1 meeting.</p>
<p><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. Provide supporting documentation in the corresponding folder.</i></p>
<p>Walnut Middle School has a Family Connectedness Center (FCC) which in turn runs our Parent Advisory Committee composed of parents, administrators, and teachers. The committee meets monthly to improve and benefit the school as a whole. Updates on School improvement goals are part of each meeting. This creates a link between the community, stakeholders, and the school in an effort to promote cooperation through activities and education has molded the Title 1 Parent and Family Engagement Policy and Procedure. The main goal of the parent Advisory Committee is to develop and implement opportunities to get parents involved in the education of students and get them involved in the school community. Each meeting discussion happens on how we are meeting the goals of the compact. As needs are identified by this group, action plans to address these needs are developed by the committee. We were also able to provide opportunities for input during our yearly Title 1 parent meeting.</p>
<p><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. Provide supporting documentation in the corresponding folder.</i></p>
<p>Walnut Middle School held the annual Title 1 Parent Meeting virtually in conjunction with a monthly Parent Advisory Committee Meeting. Explanation was provided in an effort to increase parent and stakeholder understanding of Title 1 processes, as well as gather feedback. Attendance at this meeting was low, and an additional Facebook live event was held to ensure access to this information. Our PAC is run through our Family Connectedness Center. The director of the FCC is Maria Vasquez who is bi-lingual and provides translation for our events. Our FCC was able to offer several other events from Family Appreciation, STEAM, to Boystown Parenting on top of their monthly PAC meetings.</p>

## 5. Transition Plan

<p><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>
<p>Walnut works closely with elementary staff to transition students from 5th grade to 6th grade. Initially, the Walnut Administrative team plans visits to elementary schools to visit incoming students. The goal is for students to get to know the team and give them a vision for what middle school is like. In late April or early May, students from each feeder school come for a half day immersive experience with 6th grade teachers. This was done virtually last year with individual elementary teacher classrooms and videos created by Walnut 6<sup>th</sup> grade teachers. Walnut's Student Support team works with incoming counselors and administrators to determine placements for students in ELL programs, SPED programs, interventions, social-emotional groups, etc. to make sure that no student gets lost as six elementary feeder turn into one student body. In addition, Walnut hosts a summer program called JumpStart6 that brings kids into the building for 3 days in the summer, allowing them early access to activities and programming at the middle level. Finally, all incoming 6<sup>th</sup> graders have their own first day of school, before the rest of the building attends. This allows the entire staff to focus on and welcome our 6<sup>th</sup> grade class.</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>
<p>Walnut provides opportunities for students transitioning to the high school to have a transition meeting with Grand Island Senior High administrators and counselors, which helps students and parents understand the academic requirements. This is especially important as the format of our high school changed to the academy structure, where students will begin in a freshman academy.</p> <p>Our school counselors and social workers are a major part of this transition process. All students are met with and understand the importance of the transition from 8th to 9th grade. Transition planning begins in 6th grade and continues until students leave for the high school. Over the course of 3 years at Middle School, students begin to develop a 4 year high school plan, meet with high school counselors, and use the district's curriculum in FACS, Financial Literacy, as well as the advisor advisee time at Walnut called Wildcat Time to help with the social and emotional needs students have as they progress down the road from elementary to high school.</p>	

**6. Strategies to address areas of need**

<b>6.1</b>	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
<p>During our initial root cause analysis, it was determined that our students needed more instructional time with the core content of ELA and Math. As a result, our master schedule was changed to move from 50 minutes of instructional time to 90 minutes of core instruction in ELA and Math. With the help of our Gear Up grant, we have been able to provide tutoring in both ELA and Math to students. Our intervention time provides access to specifically identified students. For our EL students, we have specific transition classes that double the amount of access to the Math and ELA curriculum. Finally, to address quality, we continue to lean into our instructional model and the work that has named us a Demonstration School of Rigor with Learning Sciences.</p>	