

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:	West Point-Beemer Public School
County Dist. No.:	20-0001-002
School Name:	West Point Elementary
County District School Number:	20-0001-002
School Grade span:	K-4
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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Doug Gross
School Principal Email Address:	dgross@wpcadets.net
School Mailing Address:	1200 E. Washington
School Phone Number:	402-340-4449
Additional Authorized Contact Person (Optional):	Lynette Mitzel
Email of Additional Contact Person:	lmitzel@wpcadets.net
Superintendent Name:	Bill McAllister
Superintendent Email Address:	wmcallister@wpcadets.net
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 & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Doug Gross	<u>Parent</u>
Jill Redmond	<u>Administrator</u>
Teena Andersen	Instructional Coach
Melissa Stutzman	Teacher
Kelsey Madsen	Teacher
Tammi Metz	SPED
Shannon Wolken	Counselor
_____	Parent
_____	_____
_____	_____
_____	_____
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 250	Average Class Size: 18	Number of Certified Instruction Staff: 19
Race and Ethnicity Percentages		
White: 61 %	Hispanic: 34 %	Asian: 1 %
Black/African American: 2 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 2 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 57 %	English Learner: 11 %	Mobility: 13 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	MAP
DIBELS	Wonders Program Data-Reading
DIBELS CBM Focal Points Math	

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	<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>West Point Elementary continues to work on developing our MTSS plan with assistance from ESU 1. This plan accounts for delivering core instruction with fidelity and how to address students who are in need of additional support to the core instruction. As part of the MTSS plan and process, the Instructional Coach provides quarterly fidelity checks and discusses those checks with the building principal as well as the grade level teachers and paraprofessionals individually. Based upon the data from the DIBELS screener in Reading, MAP data in Reading and Math, as well as data from Focal Points Math, students are provided intervention support if not at benchmark. Decision rules have been created in Reading on how to best deliver the intervention supports. Grade level teams also meet with the Instructional Coach weekly. The Instructional Coach does meet with the Principal weekly to discuss the concerns and needs of the students as well. Grade level teams are also provided common planning time each day and meet as a grade level group for PLC meetings. These meetings are centered on student needs and creating SMART Goals for students who are not at benchmark. Progress monitoring is done for all students with a SMART Goal receiving an intervention.</p>
1.2	<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>West Point Elementary conducted a survey to parents to prepare for the School Improvement visit in March. These surveys were conducted electronically during Parent/Teacher Conferences. Students were also surveyed to gather input regarding the school. These surveys were conducted electronically for Gr. 1-4. Kindergarten students completed the survey paper/pencil using a happy face/indifferent face/sad face choice system. Those results were shared with the staff as well as the School Improvement team and used as guidance to make all more aware of the strenghts of West Point Elementary as well as areas in which the school can improve. The survey is also used to help give guidance for future professional growth. A Title meeting is also held at the beginning the school year during the West Point Elementary Open House. Prior to COVID, West Point Elementary also hosted Parent Nights three times per school year. These nights teach parents strategies to help students with academics at home as well as give an opportunity for parents to learn and ask questions regarding school. With COVID this school year, West Point Elementary did pause this practice, but the intention is to begin this practice again next school year once COVID restrictions are more relaxed.</p>
1.3	<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>School Improvement goals have been revised for the external visitation for the district. West Point Elementary has identified improvement goals in the following areas: Reading, Math, Science, and Technology. Each goal area includes the following: the goal, strategies to reach the goal, time frame, resources needed to achieve the goal, and any staff development needed to complete the goal. As part of West Point Elementary's MTSS plan, interventions and decision rules in how to implement extra support is also specifically stated for the school.</p>

2. Schoolwide reform strategies

2.1	<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>West Point Elementary provides additional assistance for students at risk of not meeting standards. In all grade levels K-4, an intervention time of 40 minutes is built into the school day for students. The West Point Elementary MTSS Plan details the interventions used and the decision rules applied for the appropriate interventions. As part of the MTSS process, parents are notified following the benchmark assessment via the Individualized Reading Improvement Plan (IRIP) of the student deficiency and the intervention to be used in support of the student. This is sent to parents of students not reaching benchmark in the fall, winter, and spring. The MTSS plan is reviewed yearly each May and adjustments are made for the upcoming school year. ESU 1 continues to assist West Point Elementary with this task. Other supports include Homework Club for students in Grade 4, Teammates mentoring, and the development of Essential Learning Objectives (ELO) for all grade levels. With the ELO, students complete common assessments which allows teachers to analyze mastery and guides the reteaching instruction. Teachers meet every Friday in PLC groups to discuss students and student needs/concerns as well as weekly grade level meetings with the Instructional Coach and/or Principal. From the PLC meeting and grade level meeting, SMART Goals are also written for students and progress is monitored in the following weeks' meetings. The ELOs are modified each year to improve the rigor to accurately assess student mastery.</p>	

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>
<p>West Point Elementary has been able to provide professional development through the MTSS process. The MTSS Team met for a training with ESU 1 to continue the work on the MTSS plan and processes being used. From this meeting, staff are being selected to attend LETRS training this summer and upcoming school year. Some Kindergarten and SPED staff attended CPI training at ESU 2. All district staff attended an inservice on mental health provided at West Point-Beemer Public School. Due to COVID, the number of trainings have been limited due to lack of substitutes available for staff, but the plan is to continue attending trainings for MTSS and PLC when COVID restrictions are relaxed.</p>	

4. Strategies to increase parent and family engagement

4.1	<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>
<p>The compact was reviewed at the annual Title 1 Parent Meeting during the Open House in August. The compact is included in the West Point Elementary handbook. This handbook goes home to parents to begin the school year. The compact continues to meet the requirements listed on the rubric. The compact is discussed and reviewed with staff at the beginning of the school year. When COVID restrictions are relaxed and West Point Elementary can resume Parent Nights, the compact will be reviewed with parents at these meetings as well. Input from parents will also be invited at these meetings moving forward. However, due to COVID, the Parent Nights have been paused.</p>	

4.2	<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>The Title 1 Parent and Family Engagement Policy is reviewed at the annual Title 1 meeting and meets the requirements of the 2020-2021 rubric. At a staff meeting, a small group of the planning team is also asked for input on Title the process. West Point Elementary holds Parent Nights throughout the school year and are provided information and strategies to access our websites and to gain skills to assist students on academics at home. Due to COVID, these Parent Nights have paused, an exception being one per grade level at the beginning of the school year, with the intention of resuming this activity once restrictions are relaxed.</p>	
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>West Point Elementary has a Title 1 meeting during the Open House in August. Parent Nights and a Literacy Night is also held during the school year. At these events, the Title 1 participation of West Point Elementary is discussed. However, due to COVID, these activities have been paused this school year, the exception being an initial grade level meeting at the beginning of the year. Once restrictions are relaxed, hopefully in 2021-2022, the regularly scheduled meetings and activities will resume for West Point Elementary. However, to better help with communication during this time of COVID, West Point Elementary did utilize SeeSaw, and input from parents has been positive. Bilingual paras are available to translate in person, by telephone, or help translate documents that are sent home. Bilingual paras are also utilized to help with translating during Parent/Teacher Conferences, which are held twice per year/once per semester.</p>	

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>West Point Preschool provides several opportunities for students leaving West Point Preschool and beginning West Point Elementary. One day consists of Kindergarten teachers visiting the Preschool to briefly introduce themselves and read a story to the students. Day two consists of an afternoon Shadow Visit for students leaving the Preschool and beginning West Point Elementary. During this Shadow Visit, students are able to visit the classroom, meet the teachers involved in the Kindergarten day, and tour the building to experience "life" in the Elementary School. The third opportunity is Open House night. Students are also able to visit the classroom during Open House night in the fall. Another opportunity is Kindergarten Registration. Kindergarten Registration is held each spring for the incoming students, and details of "life" in the Elementary School are also shared at this time. Bilingual translators are provided at this time for our families.</p>	
5.2	<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>West Point Elementary does partially departmentalize in Grade 4, specifically in the areas of Math, Science, and Social Studies. This provides early exposure to moving to other classrooms and instructors during the students' school day and prepares the students as they transition into a Middle School schedule. A second opportunity is a meet/greet during Open House night. In addition to Open House, Grade 4 students participate in a Shadow Day, a third opportunity, where they follow a daily schedule of Grade 5. This allows them to visit the Grade 5 classrooms and visit with those teachers. This Shadow Day is directed by the Middle School staff and Elementary/Middle School Counselor.</p>	

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6. Strategies to address areas of need

6.1	<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>Opportunities for quality learning time within and beyond the instructional day includes the following: Summer School, Reading Interventions during scheduled intervention time, Do Other Things Day (DOT Day) held every other year, Fire Prevention Week activities (paused due to COVID; will resume when restrictions are relaxed), Field Trips (paused due to COVID; will resume when restrictions are relaxed), Red Ribbon Week, Summer Library activities, and Student Council. Students arrive at West Point Elementary by 7:30 and may attend a Morning Fitness Club, eat breakfast, or work on their own with a teacher.</p>	