

Title I Schoolwide Plan Cover Page

District Name:	Grand Island Public Schools	
School Name:	Wasmer Elementary	
County-District-School Number: xx-xxxx-xxx	40-0002-010	
Grades Served with Title I-A Funds: (PK is rarely served)	K-5	
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 checked="" type="checkbox"/> Other (Specify) _SEL__	
School Principal Name:	Mr. James Tews	
School Principal Email Address:	jtews@gips.org	
School Mailing Address:	318 S. Clark Street Grand Island, NE 68801	
School Phone Number:	308-385-5920	
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: 3/12/2024

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

<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>
Darla Gardner James Tews Michelle Thorne Rochelle Anderson McClain Botsford Pat Tatro Marcy Królikowski _____ _____ _____ _____ _____	Parent Administrator Title I Specialist Counselor 2nd grade teacher Paraeducator Speech Pathologist _____ _____ _____ _____ _____

School Information
(As of the last Friday in September)

Enrollment: 322	Average Class Size: 19	Number of Certified Instruction Staff: 28
Race and Ethnicity Percentages		
White: 30 %	Hispanic: 56 %	Asian: 0 %
Black/African American: 7 %	American Indian/Alaskan Native: 2 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 6 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 85 %	English Learner: 32 %	Mobility: 23 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	ELPA 21
MAP	Star 360
Dibels 8	Panorama Survey
i-Ready	

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>The Wasmer Elementary School improvement action plan uses disaggregated data from MAP, DIBELS8, NSCAS, i-Ready, Panorama and other common assessments as supporting rationale for selected goals and strategies for the 2021-2022 school year. All grade levels take the i-Ready diagnostic in the fall, summer, and spring. This is our first glimpse at potential need areas. i-Ready also serves as one of our continuous barometers of student growth and achievement, since real-time scores of reading and math are readily available at teacher's fingertips. Kindergarten and first grade use DIBELS for reading and MAP for math. Second and Third grade uses DIBELS to monitor if students are falling below the 40%ile. Second through fifth grade students are assessed with MAP assessment for both reading and math. Fifth grade also takes MAP for science. These assessments are administered in the fall, winter and spring.</p> <p>In the summer 2021, a district-wide Academic Summit was held. We had seven members for Wasmer school attend this meeting. We analyzed data and used it to guide the development of the continuous school improvement (CSI) plan for the 21-22 school year. Student panorama data is used to determine whether students have a safe learning environment and are ready to learn. This was valuable data that helped us create and maintain an effective PBIS plan.</p> <p>In the fall of 2021, MAP and DIBELS data was analyzed. Students below grade level or proficiency levels (i.e. DIBELS benchmark, MAP 50%ile, or NSCAS-2019) have specific interventions designed to close the gap. IRIP's (Individualized Reading Instruction Plans) were created for students in K-3 and the RtI process is used for students in all grades based on previous year's academic achievement and classroom progress.</p> <p>Parent input and insight was gathered in the fall 2021 family survey that was administered by the district. COVID has still significantly impacted our opportunities for in-person meetings. We have created parent-teacher communication packets as well as in-person conferences, to accommodate all families.</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>Parent surveys are organized and set up during spring parent teacher conferences to collect data from our patrons. We have a table with laptops set up and the survey link ready to go, so as to make it easy for parents to access. For the past two years, we have had a bi-lingual para stand and invite the parents to complete the survey for us. If the parents complete the survey, their childrens' names are entered into a drawing for gift cards donated by a local grocery store. These efforts have helped to encourage participation. The information from the spring survey is reviewed by the staff, as well as analyzed by the SIP Core Team.</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>Wasmer's school improvement plan focuses on at-risks students and their academic achievement. Our focus is to help all students obtain the necessary skills, in an effort to close the overall</p>

achievement gap. Data is consistently used to make instructional decisions. Our instruction is much more intentional and explicit when based on the data.

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.*

Implementation

- Interventions are provided to ALL students daily, regardless of needs. Highly qualified paras work with at and above grade level students so certified teachers can work with the highest needs.
- We reinforce Tier I quality instruction through additional advanced word study lessons using decodable readers for 30 minutes a day during reading block. This is a new intervention with support of the instructional coach.
- Based on data, in addition interventions will be provided to students demonstrating the greatest need.
- Based on diagnostics we intentionally use resources already in place to address specific reading skill needs: Phoneme/grapheme mapping, Kilpatrick activities, Dibels lessons, CKLA support, Haggerty, letter tiles, sound chips and magnetic wands.
- Adjust the schedule to best accommodate student needs.
- Daily observation of reading blocks in 2nd and 3rd grade to ensure interventions are being implemented with fidelity.
- Progress monitoring will be provided by interventionist and data reviewed weekly with Instructional coach

Monitoring for Impact

- Weekly progress monitoring meetings-reviewing student progress with Instructional Coach -Data Dashboard, iRIP plans to show impact
- Reading block observation for implementation of whole class intervention and use of high quality instructional resources
- Reading curriculum director joining classroom walks with Amplify Coach and identify/provide professional learning

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. Provide supporting documentation in the corresponding folder.*

Teachers have regularly scheduled training throughout the year. The district provides monthly CIA (Curriculum, Instruction and Assessment) meetings. These professional development opportunities are aligned with the district's goals and needs.

Our professional development is focused on:

- Providing all teachers with professional development in the science of teaching reading.
- Challenging our assumptions, previously held beliefs, and expanding our knowledge around effective reading instruction.
- Providing all students with scientifically-based foundational skill instruction.
- Providing all students with explicit and systematic foundational skill instruction.
- Ensuring all students are provided with sufficient cumulative practice both in and out of context in order to master the code.

All of our K-3rd teachers are trained in LETRS. Our teachers were not required to take this training but the teachers took on this onerous task on their own to become the best educators they can possibly be. Additionally, our K-2 teachers have all been trained in CKLA.

Professional Learning Communities (PLC) also provide additional professional development, specifically with data, standards-based planning, student learning and instructional strategies.

Paraeducators were offered training this year. They learned strategies to use in the classroom.

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>
The School-Parent Compact is made available to parents online. Our annual Title I meeting was held in conjunction with our open house to encourage higher attendance.	
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>
Parents revisited the policy at our Annual Meeting on August 10, 2021. Parents were sent a copy prior to the meeting so they knew what they would be looking at during the meeting. At the meeting, parents decided not to make changes to the policy. The final copy was sent to parents via email..	
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>
Parents were notified of our annual Title I meeting in conjunction with our open house principal phone call-out and also posted on our lighted sign in front of the school.	

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>In the Spring, the Early Learning Center (ELC) emails a roster of incoming Kindergartners. Teachers from ELC meet with Lincoln kindergarten teachers, principal, Title I Specialist, and Educational Psychologist to discuss needs of Special Education students so that plans can be made the following year. For Gen Ed ELC students, kindergarten teachers receive folders on students and look through previous work samples and notes.</p> <p>Kindergarten Ready happens in the Spring, and is one of the first pieces of transitions for students and families. Due to COVID, we had to have it on zoom last Spring. It allows families to meet with teachers, get a tour (when in person), hear about Kindergarten, and answer any questions.</p> <p>Kindergarten Discovery occurs at the beginning of the school year. Kindergartners arrive one day early and get used to the building and routines. All teachers meet all kindergartners and assess levels of proficiency for 2 days. The kindergarten team then analyzes data, creates balanced classes, and prepares their classroom for their assigned class.</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>The middle school to which the majority of our students go sends representatives to our school to talk to the 5th graders about their upcoming transition. This will take place on April 29 this year. There will be a visit by the 5th graders to the middle school in May. This will give them an opportunity to see their new school, as well as to experience eating lunch there and asking questions. There is an additional meeting in the evening for 5th grade parents to learn about the school and to ask questions.</p> <p>Plans for this year have yet to be determined. However, we do know that students will get to select their instrument for 6th grade band. The middle school band teachers visit our school twice. The first meeting is to introduce instruments and students can ask questions, then we send a note home asking which instrument the student would like to select. The second visit involves gathering the students and notes and checking in with the student on the instrument he/she selected.</p>	

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>Our students benefit from extended learning opportunities outside school hours. We have math tutoring in the mornings two days a week before school. In addition, we have grade level book clubs, run club, ukulele club, various PE clubs (soccer, basketball, etc.) and other season opportunities for extended learning.</p>	

Summer School is another opportunity given to students for a month in the summer. It focuses on reading and math instruction. Students who are in the RTI process are invited to attend.

POWER Camp is also part of Summer Programming. It focuses on mindfulness and enrichment opportunities including art, music, movement, games, and field trips. Any student can attend POWER Camp.