

# 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:		Papillion La Vista Community Schools	
County Dist. No.:		77-0027-000	
School Name:		La Vista West Elementary	
County District School Number:		77-0027-005	
School Grade span:		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 type="checkbox"/> 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 checked="" type="checkbox"/> Other (Specify) Behavior__	
School Principal Name:		Cory Holl	
School Principal Email Address:		choll@paplv.org	
School Mailing Address:		7821 Terry Dr La Vista West Elementary La Vista, NE 68128	
School Phone Number:		402-898-0463	
Additional Authorized Contact Person (Optional):		Seth Hiveley	
Email of Additional Contact Person:		shiveley@paplv.org	
Superintendent Name:		Andy Rikli	
Superintendent Email Address:		arikli@paplv.org	
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> (include staff, <i>parents</i> & at least <i>one student if Secondary School</i> )	<u>Titles of those on Planning Team</u>
Elizabeth Mayfield Cory Holl Seth Hiveley Colleen Griffith Suzanne Tooley Anthony Gentile  Carmen Haun Angela Wilder  _____ _____ _____	<u>Parent</u> <u>Administrator</u> Title I Facilitator Instructional Coach Reading Recovery Teacher 5th Grade Teacher School Psychologist Counselor  _____ _____

<b>School Information</b> (As of the last Friday in September)		
Enrollment: 327	Average Class Size: 20.44	Number of Certified Instruction Staff: 34??
Race and Ethnicity Percentages		
White: 56.57 %	Hispanic: 20.8 %	Asian: 5.2 %
Black/African American: 10.09 %	American Indian/Alaskan Native: .31 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 7.03 %
Other Demographics Percentages (may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a> )		
Poverty: 59.02 %	English Learner: 10.70 %	Mobility: 5.9 %

<b>Assessments used in the Comprehensive Needs Assessment</b> (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
<b>NSCAS</b>	
<b>District Common Summative Assessments (CSA's)</b>	
<b>MAP Testing K-6</b>	

*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	<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 instruction. Provide supporting documentation in the corresponding folder.</i>
	<p>The district and school data are analyzed via multiple data sources. Data collected includes HAL students, MAP tests for K-6th grade, NSCAS data are collected in the areas of math, reading, and science (only 5th grade Science) annually in grades determined at the State level; district common summative assessments (CSA's) for all content areas, and attendance and mobility rates.</p> <p>Comprehensive Needs assessment data are collected, reviewed, and analyzed regularly and tracked over time as a function of the continuous improvement process (CIP) team to ensure proficient and advanced levels of achievement. Students that are not at district set targets are followed over time by scheduled running records and performance on district assessments. Students served through interventions are tracked. Interventions are adjusted on an ongoing basis. The district dashboard, a place where student assessment information is stored, is used during Professional Learning Community (PLC) and CIP conversations.</p> <p>La Vista West Elementary uses a schoolwide Problem Solving Team (MTSS) Procedure for identifying a student that needs an intervention in an academic or behavior area. Students who are identified at Professional Learning Communities (PLC's) receive daily interventions and then continue to be monitored. Adjustments to the interventions are made as needed through PLC's and/or through the MTSS team.</p> <p>The process used by PLC's is the Individual IDEAL Process (IIP). The IIP is a district-wide process that ensures each student in Papillion Community Schools is receiving the support necessary to meet maximum potential through additional or modified classroom based actions, or through more intensive small group or individual interventions (Identify, Describe, Evaluate, Act, Learn). The PLC format allows for the opportunity to analyze data and make collaborative decisions for students.</p> <p>New in the 2019-20 school year, due to LB 1081 the Nebraska Reading Improvement Act, students in K-3 who are not reading at grade level are identified for an Individual Reading Improvement Plan (IRIP). The measure used by the Papillion LaVista Community Schools is MAP. Each grade level has a threshold score for the Fall, Winter, and Spring terms. Students who fall at or below the threshold are identified and placed on an IRIP. The IRIP plan includes a supplemental reading intervention program until the student is no longer identified as having a reading deficiency. Parents are notified after each MAP term if their students are starting, continuing, or exiting the IRIP. Students who score below the threshold in the Winter term are also invited to attend our district's summer school program.</p> <p>Multiple interventions based on best practices are used to provide additional assistance to meet the identified needs of at-risk students. Research based interventions at La Vista West Elementary are used. Reading Recovery is also a program that is utilized at La Vista West Elementary.</p>

<p>Evidence to Support:</p> <ul style="list-style-type: none"> <li>-Elementary Dashboard Screenshot</li> <li>-MAP Data Report for PLC</li> <li>-LVW CIP PD and DATA for review</li> <li>-LVW needs assessment 19-20</li> <li>- Tier 2 2019-2020 IIP Process-Flow Chart</li> </ul>	
<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>Parent/community input was gathered through three or more activities that identified the needs of the school. Parent and community needs are identified by using a Parent Opinion Survey generated by the district. All parents will be surveyed in an electronic format in the spring each year. This information is used to address concerns and building climate issues that impact student learning.</p> <p>In addition, the Reading Recovery teacher sends home a parent survey every year to parents of Reading Recovery students. This information is used to determine the effect Reading Recovery has on each child served in the program.</p> <p>Climate surveys are distributed to all parents, staff, and students in grades 3-6, and data from those surveys is reviewed by the leadership team and CIP team. The building leadership team also discusses action steps going forward (future professional development, initiatives to implement, focus areas, etc.)</p> <p>Parents and/or guardians of students in the Jump Start program turn in a survey that discusses how they felt about the program. Survey results are sent to our Director of Federal Programs, and then they are sent to our building administrator. The building results are discussed as a team at the building level, as a district, and with UNMC as a community partner.</p> <p>The La Vista West Elementary School/Parent/Student Compact is distributed each fall to parents to review with their child. The compact describes activities that teachers, parents, and students will do to create a successful learning environment. Teachers revisit the compact at fall conferences with parents. Parents are asked to review and provide input regarding the compact at the annual parent meeting. The Title I parent meeting describes the opportunities afforded to children through the Title I program. This time also allows input from parents regarding the program.</p> <p>Parent representatives are on the Positive Behavior Interventions and Supports (PBIS) team providing continued support and input at each of the PBIS meetings. These parents are active members on the team that assist the schoolwide team in making decisions based on action plans. The data collected through our Self-Assessment Surveys are brought back to the PBIS team and action plans are developed to increase the percentage of "In Place" and "Low Priority" categories for the building.</p> <p>Evidence to Support:</p> <ul style="list-style-type: none"> <li>-Jump Start home visit Survey English - Spanish</li> <li>-Reading Recovery parent survey</li> <li>-LVW 3rd-6th, Staff, Teacher, Parent Surveys</li> <li>-LVW PBiS team meeting minutes and agenda with parents</li> <li>-LVW Self-Assessment Survey PBIS</li> <li>-PBIS Agenda and Minutes Jan 2020</li> </ul>

<b>1.3</b>	<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>The La Vista West Elementary Continuous Improvement Plan identifies specific strategies, resources and interventions to meet the school's goals and student needs. Building goals for the 2019-2020 school year are:</p> <ol style="list-style-type: none"> <li>1. To offer and participate in a process that supports students at all tiers of academic and behavior intervention by utilizing MTSS and PBIS models for support.</li> <li>2. To implement the new Caring Schools Curriculum K-6th grade showing growth in our students' social emotional learning and skills as measured by our PBIS data.</li> <li>3. To improve the communication and collaboration among all teachers and programs as measured by a staff perception survey.</li> </ol> <p>One of the strategies for improvement is professional learning community team meetings (PLC) which are held every 10 school calendar days. At a PLC meeting, grade-level teachers, special education teachers, and other specialists (Title 1/Reading Recovery, Instructional Coach, Principal, Title I Facilitator, etc.) meet to discuss student concerns, review data, and plan. If a teacher or team feels a student is in need of additional assistance, the Individual IDEAL Plan (IIP Model) will be initiated. Teachers document what strategies have been tried, what has been successful, and brainstorm additional strategies. Student progress is monitored and evaluated. If adequate progress is not made, the team may determine that other resources beyond the classroom need to be considered. When multiple interventions have been tried, the MTSS team will meet to discuss Tier II - Tier III needs.</p> <p>The Continuous Improvement team meets throughout the year to update action plans. This is when additions are made to upcoming professional development that aligns with our building needs. The Continuous Improvement Team holds meetings where there is dialogue about disaggregated data. La Vista West Elementary Continuous Improvement team has a planning in the summer to prepare for the upcoming year. Data is broken up and looked at to make goals for the upcoming year.</p> <p>Evidence to Support:</p> <ul style="list-style-type: none"> <li>-All 3 IDEAL Goals and Action Plans</li> <li>-LVW Staff Development Plan 2019-20</li> </ul>	

## 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>Papillion La Vista Community Schools utilizes an Individualized IDEAL Plan (IIP Model). This model includes strategies to address the needs of all children in the school, but particularly those at risk of not meeting the challenging state academic standards and addresses how the school regularly monitors and revises the plan based on student needs. This model consists of three Tiers. Tier I is core instruction for 100% of the students; best practice, quality instruction. Tier II is the second level of the IIP. This level of supports is beyond classroom-based strategies and actions and includes use of evidence-based intervention. This includes systematic and quantifiable progress monitoring of the IDEAL and ambitious goals. If students are not making adequate progress at Tier II, the team may initiate the Multi Tiered System of Support (MTSS) process. This continues the use of intensive interventions, with increased frequency/intensity, longer term progress monitoring, and/or potential for a referral to the multidisciplinary team for special education evaluation. La Vista West Elementary has an MTSS academic team and a MTSS behavior team. These teams meet to discuss academic and behavior data acquired from classroom teachers and other support staff. The team reconvenes every 4-6 weeks to discuss progress of interventions and/or next steps for Tier III support. The team discusses student data and collaborates to make decisions on what is best for students. La Vista West has a behavioral</p>	

MTSS team that works to address the needs of students as well. This team also discusses various data points such as health concerns, attendance and tardy concerns, abuse/neglect referrals, connections services (Project Harmony therapists), student and family concerns, behavioral updates, and data review. These teams meet on Tuesdays before/after school.

La Vista West holds grade level professional learning community (PLC) meetings. This method fosters collaborative learning among colleagues. These meetings are held once in a 10 day cycle. During this time, a variety of topics are discussed such as: academics, behaviors, IIP, interventions, enrichment, testing results and conversation, and others as necessary.

La Vista West Elementary offers additional strategies to address the needs of all children in the school. La Vista West Elementary participates in Reach For Success, a mentoring program for youth. Students that are more at risk are chosen to be a part of this outside the school day program. Currently, La Vista West has 25 mentors and 29 students that are a part of this program. La Vista West Elementary has many extra curricular clubs that are offered outside of the normal school hours to provide extended learning opportunities for students.

La Vista West Elementary has a guidance program that offers additional opportunities for students that are at risk. Parent referrals and data reviews give insight into who is placed into what type of counseling group. The guidance counselor at La Vista West Elementary has held numerous groups this year to provide social and emotional assistance to students that need support services. Other data sources are also utilized (Universal Screener data, Health/Attendance, Health office visits, parent referrals, etc. These data sources are utilized to see what additional needs students have for counseling in the school setting.

Evidence to Support:

- Reach for Success Mentoring Program Parent Letter
- Behavior Supports Referral Form and Parent Letter
- PLC schedule with focus areas
- HAL Seminars
- Tier II-III IIP Intervention Procedure
- Tier II data book Screenshot
- PBIS Overview
- LVW Extracurricular Clubs 2019-2020

### 3. Qualifications of instructional paraprofessionals

**3.1**

*Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.*

Papillion La Vista Community Schools follows Title I requirements for highly qualified paraprofessionals. Paraprofessionals are properly prepared and serve important roles in improving student achievement by reinforcing what classroom teachers are doing. All paraprofessional openings in Papillion La Vista Community Schools are posted as Highly Qualified paraprofessional positions. Paraprofessionals must take the state approved test and score at or above the cutoff score. To meet the requirements, the scores from the post tests for Assisting in Reading Instruction, Assisting in Written Language Skills, Assisting in Fundamental Mathematics Skills and the Content Skills Assessment are totaled and the aggregate score is compared with the overall mean cutoff score.

At La Vista West Elementary, paraprofessionals have an introductory training focused on student needs. Paraprofessionals are paid for a back to school event where they have a district wide meeting that focuses on student needs. Paraprofessionals also participate in a N.E.W. (new employee welcome) training to the district. In August of 2019 paraprofessionals at La Vista West Elementary also had the opportunity to receive training with certified staff for four hours.

There is specific on-going paraprofessional training that focuses on student needs. Paraprofessionals at La Vista West Elementary receive monthly half hour trainings. These trainings are mandatory for all paraprofessionals. Other trainings are called on a needs basis as things come up.

Evidence to Support:

- Fall 2019 Para Conference
- Para Conference Spring 2020
- HQ para Title I requirement for district
- Para Meeting LVW 2019-2020
- Para Meeting Sign In TCIT Skills
- Project Para Documentation
- Procedures for Hiring Paraprofessionals 2020

#### 4. High quality and ongoing professional development

**4.1**

*Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.*

The Papillion La Vista Community Schools utilizes a variety of methods to ensure that ongoing professional development occurs for the entire school community. All buildings in Papillion La Vista Community Schools have a New Staff Induction Program. The program is designed to provide personal and professional guidance that is differentiated and balanced for all new staff members in an enriched collaborative environment. The goals of the program are to ensure a smooth transition of new staff so students have the best classroom experience possible, enhance retention of new and current staff, provide professional growth opportunities, and clarify the roles and responsibilities of current staff as new staff are hired.

Professional Development also occurs through a variety of other methods. During staff meetings and on staff development days, best practice instruction is studied through whole group and small group sessions, led by the principal, Instructional Coach, Title I Facilitator, Technology Coach, media specialist, EL teacher, Title I teachers, school counselor, and classroom teachers. Some topics include Marzano instructional elements, math look fors, vocabulary instruction, technology integration and development of conceptual understanding in math. The district also offers a number of classes teachers can take to enhance their professional development. These classes can be taken for college credit, if desired, and include a wide variety of topics in Literacy, math and Special Education.

New teachers are offered "Title I New Teacher Trainings". These trainings are extra professional development for new teachers to our Title I building. The trainings involve Marzano Instructional Model training, math and literacy content focuses, and behavior specific trainings. All new teachers attend three half days of this professional development. They participate in this training with other new Title I teachers across the district.

Furthermore, our daily instruction is improved through the use of grade level Professional Learning Communities (PLC), which meet once every 10 days. The Principal, Instructional Coach, Title I Facilitator, and

Behavior Coaches provide coaching to individual teachers, which includes consulting, modeling, co-planning, and observing with feedback. Lesson studies focused on guided reading instruction, Marzano instructional elements, math instruction, and the use of the MAP Learning Contrium to guide instruction are focuses this year. Implementation of each teacher’s classroom goals are based upon our school improvement plan. All teachers participate in yearly instructional rounds, which are facilitated by our instructional coach, Title I Facilitator, and Principal. The intention of rounds is to observe and learn from peers. La Vista West teachers have the opportunity to participate in annual Marzano instructional rounds in the building. In 2020, all teachers had the opportunity to participate in instructional rounds again which were focused on Marzano's new Art and Science of Teaching.

Paraprofessional training is also an aspect of La Vista West Elementary's professional development plan (see 3.1 for specifics). Paraprofessionals receive training in all aspects of our curriculum and school-wide behavior policies on a regular basis. These trainings focus on building needs for the current year. These meetings are led by the Principal, Title I Facilitator, Instructional Coach, district Behavior Coaches and Special Education staff.

Evidence to support:

- New teacher boot camp Agenda 2019
- IDEAL classroom goal action plan
- La Vista West Staff Development Plan 2019-2020
- LVW IDEAL Goals (3)
- LVW Instructional Rounds 2019-2020
- LVW PD Sign In 2019-2020
- New Teacher Book camp 2019-2020
- Para Meeting Sign in TCIT Skills
- Para Meetings LVW 2019-2020
- Student centered coaching
- TCIT Presentation Handout

## 5. Strategies to increase parental and family engagement

**5.1**

*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.*

Parents and community members have multiple opportunities to be actively involved in the development and implementation of the school-wide plan at LaVista West Elementary.

LaVista West recognizes and encourages the importance of parent input with regards to the education of their children. An annual meeting is held to inform parents about the Title I program and implementation at the school. At this meeting, the compact and Parent Involvement Policy are reviewed. Feedback was collected from each individual on a document attached in the evidences. Staff, parents and family members could provide feedback on the compact and the engagement policy. The school team collected the feedback sheets and discussed any changes or questions that would be addressed.

The School/Parent/Child Compact is an important part of the home-school communication and connection at LaVista West. Parents are given a copy of the compact to sign at enrollment and are given electronic access to the Parent Handbook. Parent compacts are reviewed during parent teacher conferences to ensure that all parties are fulfilling their roles and responsibilities.

LaVista West has developed a Parent Involvement Policy. This policy details the means of communication between home and school. The policy clearly outlines or communicates the opportunities for parent involvement at LaVista West.

Student-led Parent and Teacher Conferences are held twice a year at La Vista West. Students are able to share with their families their learning and together (with parents and teachers) can create learning goals for the remainder of the school year. At conferences, parents, classroom teachers, Title I teacher, other specialists, coaches, and students join in sharing information about student learning and educational goals. Each year, in the Parent Newsletter, information is given to parents about the Title I program at LaVista West. The parent is notified when the child is entered into and exited out of the Title I pull-out program. They are also given progress updates at conferences.

La Vista West provides many opportunities for parent and family engagement in learning. We begin our school year with an open house night. Parents and students meet the staff and view the building and meet their teacher. Questions about the upcoming school year are asked and answered at this activity

Evidence to Support:

- District Title I sign in 18-19
- 2019-2020 Title I Parent and Family Member Engagement Policy
- District Event Agenda
- Feedback Sheet for Compacts and Parent Engagement Policies
- Student Teacher and Family Member Compact
- Tech Talk Parent Sign Ins

## 5.2

*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.*

Parental input and support are very important to the success of the school wide program at La Vista West Elementary. In order to more fully involve parents in the education of their students, La Vista West Elementary has developed a Parent and Family Engagement Policy.

Initially, the plan was developed with input from our parents at our Title I meeting. Annually, the plan is reviewed and updates made as necessary at these meetings. At La Vista West Elementary, the annual parent meeting is held in the spring. All five Title I buildings share the event now. At this meeting staff, family members, and students are provided with the Title I Parent and Family Engagement Policy. Parents are given a copy of the policy to review. Comments and questions are encouraged and changes are made to the policy, if necessary. The same process is followed for collecting feedback and making changes to the Engagement Policy as it is with the compacts mentioned in 5.1. The policy is sent home with the school compact to all families at the beginning of the year.

The parent policy outlines the means of communication between school and home with regards to the following: parent participation opportunities (i.e. Home Visits, Parent-Teacher Conferences), provisions to communicate academic and curriculum information (i.e. newsletters-school and classroom, conferences, standardized test results, report cards), assistance and materials provided for parents relating to student achievement (i.e. reading and math take home activities), and methods of communication with parents (i.e. translators).

Additionally, at the same annual parent meeting, our school wide compact is reviewed and updated, if necessary, to ensure that all responsible parties continue to make student achievement a priority.

	<p>Evidence to Support:</p> <ul style="list-style-type: none"> <li>-LVW District Title I Sign in 18-19</li> <li>-District Event agenda 2019</li> </ul>
<p><b>5.3</b></p>	<p><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>La Vista West Elementary values the input and participation of our families. Annually, we have a Title I Parent Meeting. At this meeting, the Title I program and its implementation are explained to the parents. Parents provide input about our compact and involvement policies as well as ask questions regarding the implementation of the school wide program at La Vista West Elementary.</p> <p>La Vista West Elementary values the input and participation of our families. Annually, we have a Title I Parent Meeting. Beginning in the 2018-2019 school year, we altered the format of our Title I Event to make it for all five elementary Title I buildings in the district. At this meeting, the Title I program and its implementation are explained to the parents. Parents provide input about our compact and involvement policies as well as ask questions regarding the implementation of the school wide program at each specific building. We also provide families with a speaker related to the interests of the families. The speaker was based on "overcoming challenges". This year's speaker is on "Positive Parent Child Interaction Training".</p> <p>In addition to the annual parent meeting, La Vista West Elementary encourages parents to attend Reading Recovery lessons for children receiving this service as well as to attend behind-the-glass sessions. Reading Recovery is a reading intervention offered at La Vista West Elementary to first graders. Some first graders are taught lessons at an alternate location and parents are encouraged to attend these sessions. In addition to this, Title I teachers also attend student-teacher conferences to share academic information about students involved in their program.</p> <p>La Vista West Elementary participates in the Jump Start program for students entering Kindergarten. Jump Start is designed to provide extended learning opportunities to at-risk students. An important component to the success of this program is the home visit. During a home visit, teachers and parents take time to learn about one another and to celebrate the learning and success of the children. The visit takes place at the home of the child's parents or caregivers, providing a comfortable setting in which conversations about academic needs (as well as other needs) can take place. Teachers provide instruction and materials to parents at these visits to further the educational opportunities of these students. Homevisits are continued through their 3rd grade year. La Vista West Elementary is very enthusiastic about the success of this program and the subsequent engagement of families through this contact.</p> <p>An additional event that was held at La Vista West last year focused on technology apps. This was a family engagement technology night. This speaker came from Project Harmony and spoke to parents about ways children use social media. A survey was completed by parents at the end of the event which provided great insight into how they felt about this event.</p> <p>We had a passport celebration for families to attend as well. Passports were sent out to all families. The activities were activities that family members could do with their children at school, home, and in the community were shared. The passport is attached in the evidences. As activities were completed at school, home, and in the community, adults in the home would sign the passport. When passports were completed and turned in to the office. At the end of the school year, families that completed the passport for engagement were invited to a grilling celebration on the school playground.</p>

To ensure access is granted for all students, translators are provided for these activities/events as necessary.

Evidence to Support:

- Behind the Glass Picture
- 18-19 district sign in
- District Event agenda
- Family Engagement Passport Title I Event - Extra Event
- TechTalk Parent Sign in - Extra Event
- Feedback Sheet for Compacts and Parent Engagement Policies

## 6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
	<p>Kindergarten Round-Up is held each spring to transition preschoolers into the kindergarten classroom. The preschoolers and their families spend time and familiarize themselves with the Kindergarten teachers and support staff. Parents become familiar with teacher expectations as well as building procedures for a full day schedule. In addition, open house and curriculum nights allow the dissemination of information.</p> <p>La Vista West also offers Jump Start as an opportunity for the students who meet at-risk criteria. They are provided a 3-week kindergarten experience prior to the start of the school year in a low teacher-student ratio. Parents are invited to spend a day at Jump Start with their students to better understand what school looks like and what they can do to support their child. Home visits are conducted for Jump Start students during the 3-week period and are provided once a semester through the 3rd grade. Interpreters are provided as needed. A parent survey is completed at the culmination of Jump Start.</p> <p>Preschoolers on an IEP receive an individual transition meeting prior to the start of kindergarten that includes their preschool and kindergarten team members.</p> <p>The La Vista West Elementary English Language (EL) teachers serve as a strong link between school and home between our culturally diverse families. They arrange interpreters for families that may need assistance during completing school registration paperwork, school meetings or conferences, or any other school function. They facilitate the evaluation and assessment of students as they enter into a new educational experience. The La Vista West Elementary School transition plan provides accommodations for parents and children based on cultural differences as they arise.</p> <p>Evidence to Support:</p> <ul style="list-style-type: none"> <li>-Jump Start Application</li> <li>-LVW Kindergarten Round up agenda or powerpoint</li> <li>-Transition for PreK - Kindergarten document</li> </ul>
6.2	<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). Provide supporting documentation in the corresponding folder.</i>

La Vista West Elementary School staff and the Papillion La Vista Community Schools use various resources to assist and support students as they transition from one educational experience to another. The transition plan includes many contacts and activities for students, parents and school personnel. There is a defined written process which includes interpreters, visitations, and numerous contacts between the child, parent, and school service providers. In addition, interpreters, visitations and other resources are involved with new student orientation. The transition plan provides accommodations for parents and children based on educational and cultural differences as needs arise. A letter is sent out explaining the various events for transitioning students.

The La Vista West Elementary Special Education Team provides multiple and varied contacts as well as visitations for special education students moving onto the middle school.

The transition process includes a case manager, related service providers, preschool/grade level teachers, counselors, administrators, and interpreters. The Elementary Special Services Supervisor is involved in the transition process for students with more involved needs. Observations, visitations, and transition/IEP meetings are all held in order to make the transition process smooth for students, parents, and staff members.

Several transition plans are in place to help transition 6th graders as they move from one educational experience to the next. Some transition activities currently in place include: Middle School Parent Night, Middle School presentation at each elementary building that includes a visit from middle school principals, guidance lessons during second semester of 6th grade and Middle School Visitation for 6th graders. These events help facilitate the transition by familiarizing new students and family members with the school, staff, and school programs. Activities allow for the dissemination of information. It is common practice for administrators, Continuous Improvement Team and involved parties at affected levels to evaluate and determine effectiveness of transition plans and activities.

Evidence to Support:

- 6th Parent Night
- 6th Grade Transition PPT
- 6th Transition Guidance Lessons
- 7th grade Handbook 2020-2021

## 7. Strategies to address areas of need

**7.1**

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.*

La Vista West Elementary has a Kindergarten Jump Start Program. This is a program for incoming kindergarten students and takes place for three weeks prior to the start of the school year. The purpose of the program is to offer students a “jump start” into the school year by providing them with reading, writing and social opportunities prior to the start of school. Students are eligible for free transportation, free breakfast/lunch and free child care through Kids Club. Jump Start teachers make a home visit during the program to help develop relationships with families. Kindergarten through 3rd grade classroom teachers continue to facilitate these relationships by making additional home visits each semester.

Our Summer School Program is designed to be an intervention that will help students improve and maintain their reading level through the summer months. Many students were enrolled in summer school from across the district. The program runs four days a week for four weeks with breakfast and lunch being provided.

In partnership with the La Vista Police, the D.A.R.E. Program is offered to our 6th grade students. Some topics discussed are drugs, alcohol, smoking and peer pressure. This is a 10-week program culminating with a graduation.

The Rose Theater provides extended learning opportunities for many of our grade levels through subject specific performances. These performances are student involved and interactive. The third grade classrooms have the opportunity to tour and participate in activities at the Rose Theater.

The Reading Recovery Program has monthly On-going Professional Development. Each month 2 teachers bring students and teach a lesson. Teachers receive feedback on the lesson giving them the chance to improve their teaching in future lessons. Parents are given the opportunity to attend teaching sessions and observe a trained professional working with their student in this intervention.

La Vista West Elementary Kindergarten and 1st grade students are part of a take-home reading program. Each student is given a bag and a book at their independent reading level. Students take the book home, read it with a family member, and bring the book back to school to receive a new book. Parents are encouraged to listen to their child read and sign a form indicating they read with their child.

Battle of the Books is a program where teams of four students read books and then face off in a “battle” to determine which team can answer the most questions about the books correctly. Each student is responsible for reading 5 different novels. Meetings take place once a month before school with the final “battle” being in February. Grades 4-6 are able to participate in this extended learning opportunity.

La Vista West Elementary participates in a Reach for Success Mentoring Program. There are monthly activities that are designed to extend the learning of our students. This program involves trips to social events in the community (bowling, zoo, dancing). There are 27 certified and classified teachers that serve as mentors to 29 students at La Vista West Elementary.

La Vista West has a Author in Residence for 4th grade students. Students are able to engage in lessons while working with an author. This author comes once a month, and continually checks any work that is submitted through a Seesaw App.

La Vista West offers after school clubs for students. The extended learning clubs offered are Health and Fitness, Art and Theatre, Books and Braids, Student Council, and Yearbook club. Each club is held once a week for the entire year.

Each grade level goes on a curriculum based field trip. These field trips are sponsored by the PTO and some are paid through community grants that teachers and district personnel apply for.

HAL Seminars are available for high-ability learners to extend learning in an area of their interest.

As a building, we have decided to cut back on monthly assemblies. We only hold assemblies for PTO events or special celebrations. This has increased the amount of learning time for students at the end of the day for social studies, science, and social emotional curriculum time.

Evidence to Support:

- 4th Grade Author in Residence Photo
- Battle of the Books Photo
- Clubs Extracurriculars LVW 2019-2020
- HAL Seminars

- Jump Start Application
- Reach for Success welcome letter
- Summer Program 2019 Spanish
- Summer School 2019

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

**8.1**

*Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.*

The Title I schools benefit from multiple local, state, and federal funding sources. When planning services for students, families, and staff in our Title I buildings, all funding sources are utilized to maximize the impact. General/local fund dollars are allocated to buildings on a per pupil basis. In addition, there is a weighted factor for assigning funds and staff for Title I schools. Title I schools are allocated building level Title I funds for specific building needs and staffing. Title I funds provide additional programs such as Reading Recovery. Learning Community and Poverty funds are utilized to provide a Jump Start to Kindergarten program which is only offered at Title I schools. The School Climate Transformation Grant provides support in the area of social and emotional development. The PLCS Foundation provides for district level opportunities such as the Art Grant K-6 to have encounters with the Rose Theater as well as teacher level grants. Title I Principals and teachers develop their school improvement action plan, based on data and as a team we identify which funding sources can be maximized to meet the goals. Another source of financial support is through the individual building Parent Teacher Organizations (PTO). They provide funding for the food at the district level Title I Night.

Evidence to Support:

- 2019-2020 Teacher Grant Application
- Title Allocations and expenditures 2019
- Title I Staffing Expenditures