

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District School Number in the table below.

Date of Review:	March 20, 2025	
District Name:	Hall County School District 2 Grand Island Public Schools	
School Name:	Walnut Middle School	
County-District-School Number: xx-xxxx-xxx	40-0002-004	
Grades Served with Title I-A Funds: (PK is rarely served)	6-8	
Preschool program is supported with Title I funds. (Mark appropriate box)	Yes X No	
Summer school program is supported with Title I funds. (Mark appropriate box)	X Yes No	
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☒ Other (Specify) Social Emotional Learning	
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):	Kris Schneider, Mike Persampieri, Julie Bruning	
Email of Additional Contact Person:	mschneider@gips.org, mpersampieri@gips.org, jbruning@gips.org	
Superintendent Name:	Matt Fisher	
Superintendent Email Address:	mfisher@gips.org	

<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>
<u>Rod Foley</u> <u>Mike Persampieri</u> <u>Julie Bruning</u> <u>Liz Boyle</u> <u>Kim Madison</u> <u>Erin Brooks</u> <u>Nikki Dietz</u> <u>Josie Chavez</u> <u>Ray Chavez</u>	<u>Principal</u> <u>Assistant Principal</u> <u>Assistant Principal</u> <u>Learning Coach</u> <u>Learning Coach</u> <u>Teacher</u> <u>Teacher</u> <u>Student</u> <u>Parent</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 776	Average Class Size: 24	Number of Certified Instruction Staff: 73
Race and Ethnicity Percentages		
White: 20%	Hispanic: 72%	Asian: 1 %
Black/African American: 4 %	American Indian/Alaskan Native: <1%	
Native Hawaiian or Other Pacific Islander: <1 %		Two or More Races: 2%
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 65 %	English Learner: 24%	Mobility: 8 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
Panorama/Student/Staff/Parent Survey	
ELPA 21	
AimsWeb+	

Confirm all Instructional Paras are Qualified according to ESSA.	X Yes ☐ No
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The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

*Please write a narrative in each box below to correspond to the
Rating Rubric.*

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 curriculum, instruction, and assessment decisions.</i>
Due to our designation as a CSI (Comprehensive Support and Improvement) school, Walnut was trained and supported by NDE to do an in-depth root cause analysis. During the analysis, we use a variety of data collection methods, including standardized test scores, formative assessments, teacher observations, student surveys, and feedback from parents and community stakeholders. During the root cause analysis, we developed a theory of action which stated: 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. We believe this is still true today Our data review continues to show a gap between the growth and proficiency that students are showing on formative assessments and scores on NSCAS. The team set goals of increased proficiency in Math and Reading as measured by the NSCAS. Data from NSCAS and AimsWeb were used to identify this need, however, NSCAS data is what we are judged upon and shows very little use in developing strategies. Strategies targeted were continued implementation of our Walnut instructional model, implementation of new standards-based resources, development of and implementation of new content units with more rigorous tasks, and ongoing professional learning. This plan would increase the achievement of all students with specific interventions provided in both math and reading for students identified as not meeting standards. The data analysis of these data points revealed that certain subgroups, such as students with disabilities and English learners, are particularly at risk of failing to meet State academic standards. Teachers and administrators worked collaboratively to analyze the patterns and root causes of underachievement, recognizing that it was not only a matter of academic gaps but also the need for targeted support in areas, including support in core content areas and increased concern with the loss of the continuum of support that some of these groups may need. Instructional decisions will be shaped by the data. Teachers began to employ targeted instructional strategies, such as the development of purposeful tasks, teaming, and access to academic vocabulary to provide students with more opportunities for success. Professional learning for teachers is also a critical aspect of the plan, with a focus on using data-driven instruction and formative assessment to guide teaching practices.	
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>

To identify the needs of the school and ensure that the voices of parents and the broader community were included in the process, a variety of strategies were employed to gather feedback and insights. First, a parent survey was distributed online. The survey asked parents to provide feedback on various aspects of their child's education, including academic support, school climate, communication with teachers, and available resources. These surveys were available in multiple languages to ensure inclusivity, particularly for families who spoke languages other than English.

In addition to surveys, the school organized monthly parent committee meetings, regular parent-teacher conferences, and community meetings to encourage face-to-face dialogue. During our first set of conferences, parents were invited to share their concerns and suggestions about the school's programs and services during the Title 1 Parent Meeting. During this meeting aspects of the Title 1 plan and school/parent/student compact were available and feedback was requested.

To further enrich the feedback process, the school created a parent advisory committee, composed of a group of volunteer parents. This committee meets regularly with school administrators to discuss school initiatives, share community perspectives, and collaboratively address areas of need. The advisory committee played a crucial role in helping the school better understand the unique needs of various groups, including families experiencing economic hardship, immigrant families, and those with students who had disabilities. The group has worked hard to support our staff and develop opportunities for families to get involved, including a family literacy night.

By actively gathering and responding to feedback from parents, the school ensured that its decisions were informed by those it serves, fostering a collaborative environment that ultimately benefits the entire school community.

1.3

Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.

Continued focus on Tier 1 instruction. Due to turnover, the number of staff who were part of our original Schools of Rigor training has dwindled. We will continue to develop strong Tier 1 instruction based on our student-centered instructional model. Likewise, we will be targeting two specific subgroups, EL students and Special Education students with more targeted strategies to help bolster student achievement and growth.

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.

To help students in subgroups we looked at data from previous NSCAS and AimsWeb tests to determine which students were not meeting proficiency levels. Those students are placed in interventions in math and/or ELA. Math students are identified by Aimsweb+ data and are targeted for and enrolled in Tier 2 support. The intention of the mathematics intervention is to make sure students are Algebra-ready. As a result, the Tier 2 support is meant to address gaps and holes in student knowledge to ensure they are ready for Algebra. In ELA students are identified for tier 2 instruction based on a body of evidence for ELA: NSCAS results, aimsweb+ results, and classroom performance data. Based on student need, a variety of interventions and resources are available including the following: Corrective Reading, REWARDS (Intermediate and Secondary), Phonics for Reading, Six-Minute Solution, Morpheme Magic, and Language! Live. Additionally, strategies from the Institute of Education Sciences What Works Clearinghouse are used to support students who only exhibit struggles at the language comprehension level as opposed to the word recognition level.

The Walnut staff were trained by and have partnered with Solution Tree to revamp PLC structures and focuses. An initial training occurred in August with follow-up visits by Solution Tree coaches. Analysis

of PLC systems was completed and feedback was provided. Ultimately, UNIT-level planning came up as a priority. The PLC's were able to revamp when and how they plan at the UNIT level, ensuring a clear understanding of what needs to be learned and how to get there at the standard level.

We also realize that students may struggle with mental health. Walnut's counseling department has set forth a plan for student support groups, as well as an influx of in-house mental health counseling to help with the mental health needs of students.

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.

As a building leadership team, we take part in an academic retreat each year to reflect on our current school improvement process and craft and improve the work we do. Our benefit as a CSI and Title 1 school is that we get to continue to meld all three of these processes together to develop one cohesive plan. During our retreat, we are able to develop a year-long comprehensive professional learning plan that ties into the work we have planned through CSI and Title I.

During the school year, the administrative team does a weekly walkthrough. We use our weekly walkthrough 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 teachers 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 coaching cycles with teachers, designed to move them through the technique tools in our instructional model. Teachers continue to follow up on their learning from PLC's by meeting weekly where they engage in data discussions which lead to changes. The district has provided support to our paraprofessionals with training to help them support instruction and behaviors. We continue to grow as an instructional admin team with the use of the daily standup meeting focused on the action board and coaching goals.

4. Strategies to increase parent and family engagement

4.1

Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.

Generally, parents, teachers, and students discuss the compact during the Title 1 parent meeting during parent conferences, highlighting the role of each person in the process. Stakeholders 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.

4.2

Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.

Title I schools have utilized the School District Family Engagement Policy/Procedures. GIPS Title I Schools will be creating school procedures for 2025-2026

Parents in attendance at the Title 1 parent meeting were given a copy of the previous compact, discussion was had on the importance of the duties of all three groups described in the compact.

4.3

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.

Walnut Middle School held its Title I Parent Meeting in conjunction with parent-teacher conferences on Monday, October 7. This date and time were chosen as this is generally our largest attended day of parent conferences and already being at school would increase parent and stakeholder engagement. Attendance was low, but parents in attendance appreciated the information, provided feedback on Walnut, and the parent compact.

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>
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 of 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. Walnut's Student Support team works with incoming counselors and administrators to determine placements for students in EL programs, SPED programs, interventions, social-emotional groups, etc. to make sure that no students get lost as five elementary feeders 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 6th 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 6th-grade class.	
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>
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. 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 high school. Over the course of three 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. On top of this work, 8th grade students attend an orientation day at the high school where key academic and activity opportunities are highlighted as well as a clear understanding of the school's academy model. This is followed up by an activity fair/extravaganza developed to get students involved at the high school in co-curricular and extra-curricular activities.	

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>
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. Please note that with a change in Middle School visioning, our district has moved to 60-minute core blocks. Our intervention time provides access to specifically identified students. For our ELL students, we have specific transition classes that double the amount of access to the math curriculum and for ELA they have a sheltered-instruction style course with an EL specialist in addition to receiving a language-based intervention. 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.	

7. Consolidation OR Coordination and Integration of Federal, State, or local Funds

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
N/A	