

Title I Schoolwide Plan

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

Date of Review:	03/20/2025	
District Name:	Hall County School District 2 Grand Island Public Schools	
School Name:	West Lawn Elementary	
County-District-School Number: XX-XXXX-XXX	40-0002-011	
Grades Served with Title I-A Funds: (PK is rarely served)	K-5	
Preschool program is supported with Title I funds. (Mark appropriate box)	x Yes	
Summer school program is supported with Title I funds. (Mark appropriate box)	x Yes	
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☒ Other (Specify) Social Emotional Learning	
School Principal Name:	Dr. Maggie E. Mintken	
School Principal Email Address:	mmintken@gips.org	
School Mailing Address:	3022 College St. Grand Island, NE 68803	
School Phone Number:	308-385-5930	
Additional Authorized Contact Person (Optional):	Mrs. Chandra Myers	
Email of Additional Contact Person:	cmyers@gips.org	
Superintendent Name:	Mr. 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>Maggie E. Mintken</u> <u>Chandra Myers</u> <u>Alex Tjaden</u> <u>Jacey Myers</u> <u>Christy Acevedo</u> <u>Ashley Micek</u> <u>Kelli Fries</u> <u>Janeth Garcia</u> <u>Regina Juhl</u> 	<u>Administrator</u> <u>Academic Coach</u> <u>Reading Interventionist</u> <u>3rd Grade Teacher</u> <u>1st Grade Teacher</u> <u>EL Teacher</u> <u>SE Teacher</u> <u>Parent</u> <u>Counselor</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 328	Average Class Size:	Number of Certified Instruction Staff: 27
Race and Ethnicity Percentages		
White: 30.7%	Hispanic: 65.5%	Asian: .91%
Black/African American: .3%	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: 2.44 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 85.37%	English Learner: 34.45 %	Mobility: 8.41 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	Easy CBMs
MAP	District Benchmarks
Dibels	
ELPA 21	

Confirm all Instructional Paras are Qualified according to ESSA.	X Yes
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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> The team uses a range of formative assessments, such as NSCAS, MAP, DIBELS, Easy CBM, AIMS Web, and district benchmarks, to guide decisions on how to adjust the School Improvement Plan (SIP) to better meet the needs of all learners. Data from these assessments is consistently reviewed and integrated into the SIP to inform future action plans. Teachers collaborate daily during a shared 50-minute planning block, ensuring that data is regularly updated and used for intentional, targeted planning. Additionally, at least one day each week is dedicated to PLC planning, where teachers, along with the instructional coach, principal, EL teacher, and SE teacher, analyze data and adjust instructional strategies as needed. This ongoing collaboration ensures that all students' needs are addressed through data-driven decisions and targeted interventions. Three times a year, teachers participate in two-hour data digs, during which they dive deeper into assessment results and adjust their approaches accordingly. The PLCs also use a workbook to guide their instructional decision-making, and an example from 3rd grade is included in the folder for reference. You will also find the data dashboard, which is aligned with our SIP goals. Throughout the year, the instructional coach and principal conduct walkthroughs to collect valuable data, which the school team can act upon. This data is used to celebrate successes, inform professional development decisions, and drive ongoing improvements in instruction.
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> During spring parent-teacher conferences, we collected valuable feedback through parent surveys to better understand the needs and perspectives of our families. Additionally, we hosted a Title 1 parent meeting to gather further input and ensure that parents had an opportunity to share their thoughts on our programs and initiatives. We also hold monthly family events that provide opportunities to connect with families and gather their feedback. A weekly parent notification is shared, keeping families informed about upcoming PTO meetings and surveys. To further strengthen home-to-school connections, we have hired a family liaison who actively supports and facilitates communication between the school and families.
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i> West Lawn's School Improvement Plan is centered on supporting at-risk students, focusing on both their academic achievement and their sense of connectedness to the school. While the goal is to help all students succeed, particular emphasis is placed on these targeted students to close the achievement gap and ensure they achieve academic success. Goal 1: Based on the 2025 DIBELS End-of-Year (EOY) report, 90% of K-5 students will demonstrate above-average or well-above-average growth from the Middle-of-Year (MOY) to End-of-Year (EOY). Goal 2: Based on the 2025 Spring MAP report, 90% of K-5 students will achieve high growth from Winter to Spring.

To meet these goals, we are focusing on strengthening Professional Learning Communities (PLCs), creating more opportunities for students to actively respond during lessons, and ensuring high-quality Tier 1 instruction. These strategies will provide a strong foundation for student success and progress toward closing the achievement gap.

West Lawn's School Improvement Plan also includes a strong focus on improving school climate and culture. Our behavior goal is to ensure that all stakeholders—including students, families, and community members—provide input on universal foundations such as expectations, consequences, and acknowledgments at least once every 12 months. This goal is designed to foster a positive and inclusive environment where everyone has a voice in shaping the policies and practices that guide behavior and interactions within the school community. By actively engaging all stakeholders in this process, we aim to create a more cohesive and supportive climate that enhances both academic success and social-emotional well-being for all students.

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.

At West Lawn Elementary, staff members collaborate through Professional Learning Communities (PLCs) to examine all assessment data collected from formative and summative assessments. Our school improvement process is driven by data with the goal of improving instructional delivery and benefiting all students. We are committed to closing the achievement gap in language arts, math, and social-emotional learning. Teachers carefully analyze subgroup data from assessments such as NSCAS, DIBELS, and district benchmarks to identify the highest areas of need. Student scores are presented in a scaled format, allowing staff to clearly distinguish between students who have reached proficiency and those who have not. Our staff understands the importance of using a variety of assessments to get an accurate picture of each child's progress.

In addition to data-driven instruction, we provide intentional support for at-risk students. Our English Language Learners (ELL) program focuses on language development in reading, writing, and speech, ensuring students have the skills needed to succeed. The special education program offers targeted interventions for students with specific learning goals. To support all students, we offer daily "What I Need" (WIN) time as part of our Multi-Tiered System of Support (MTSS), ensuring students receive the personalized instruction and interventions they need to thrive. We also provide Extended Learning Opportunities (ELO) in reading, math, and STEM to help students strengthen specific skills and build a deeper connection to school. This year, we introduced CJ Luckey to help students build a growth mindset, fostering the belief that they can succeed at anything they put their minds to. These initiatives, combined with targeted support and continuous data analysis, are central to our efforts to ensure that all students have the resources and mindset they need to succeed.

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.

The GIPS staff is the district's most important resource, and their ongoing growth and development are key to improving teaching and learning. The district's professional development program is designed to support and sustain meaningful, ongoing learning opportunities for staff, leading to successful, district-wide implementation of targeted teaching and learning strategies. GIPS focuses on three key areas: Professional Learning Communities (PLCs), student learning, and positive supports. In addition to participation in traditional workshops and conferences, professional development activities are offered through multi-day learning opportunities, primarily during the

summer months. At West Lawn, we also have an Academic Support Coach who engages with teachers in impact cycles, helping to increase student success, build teacher capacity, and provide continuous professional development.

Additionally, the district's mentor teacher program offers novice teachers both professional and personal support through a structured yet flexible process, designed to cultivate high-performing, reflective practitioners. District administrators are responsible for assigning mentors to all new teachers, including those with two or fewer years of prior teaching experience in Grand Island Public Schools. The mentor program activities are based on Marzano's Focused Teacher Evaluation Model, which provides a common language for teaching and focuses on four key domains: standards-based planning, standards-based instruction, conditions for learning, and professional responsibilities. The professional development for new teachers will concentrate on equipping them with research-based strategies, with specific topics addressing student and classroom management, communication with students and parents, instructional planning, student assessment, and district-wide school improvement efforts.

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.*

The school-parent compact was introduced to our parents at the initial Title I meeting at the beginning of the school year. During this meeting, the compact was shared with parents, and we took the time to discuss its purpose. Parents had the opportunity to ask questions and provide valuable feedback. The school-parent compact was officially implemented during the fall family night. Staff members shared the compact and goals with families. This collaborative approach ensures that parents are fully engaged and understand their important contribution to their child's success.

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

District Policy 9110.1 Parental Access to Education Practices was written and approved by the Grand Island Public Schools' Board of Education. This policy was discussed during our initial Title I parent meeting to start the school year. Parents had the opportunity to discuss and provide feedback about the policy. We welcome parents to be involved through our monthly family events, parent survey in the spring, and family academic events throughout the school year.

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

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.*

Our Title I parent meeting was held on October 1, 2024. We had a slideshow that explained what Title I was and how our school participated in the program. Due to low attendance, we held another one on October 29th, 2024. This was during our October family meeting.

5. Transition Plan

5.1 *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*

	<i>Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
	The transition to kindergarten is a critical component of the GIPS Preschool program, and we begin the process as soon as a child enters preschool. The transition is first addressed through the curriculum framework, which includes both operational and instructional components as well as preschool curriculum standards and learning targets. This framework is designed to align with the kindergarten curriculum, ensuring a seamless transition between the two programs. The preschool curriculum is developmentally and culturally appropriate, reflecting the belief statements that guide curriculum development. These elements of the learning environment correspond with the instructional components in the kindergarten framework, providing continuity as children move from preschool to kindergarten. As part of the transition process, kindergarten readiness will be discussed with parents during the second parent/teacher conference in early February. Teachers will provide information on kindergarten registration, orientation, and the next steps for the child. If a child has special needs or is involved in the MTSS process, the preschool teacher will organize a conference with the child's parents, the potential kindergarten teacher, the building administrator, and any relevant specialists (such as a speech pathologist or occupational therapist). This conference will allow staff to discuss the child's needs and develop a personalized transition plan. Before the meeting, staff at the future kindergarten site will observe the child in the preschool setting. After the conference, a written transition plan, along with the child's developmental information, will be shared with the receiving kindergarten staff and the parents. Preschool staff will also be available to assist with transition needs in the fall, ensuring continued support. To further support kindergarten transitions, incoming kindergarten students participate in four half-days of activities in July, which familiarize them with the routines and expectations of kindergarten and allow them to explore the school building. Additionally, kindergarten students start school one day earlier than the rest of the student body in August, helping to reduce the overwhelming nature of the first day.
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> For students transitioning to middle school, we provide a comprehensive support system. These students meet with middle school counselors and tour the building for half a day, giving them a chance to acclimate to their new environment. They also participate in a Jumpstart program in August, where they are the only students in the middle school building, allowing them to adjust without the presence of older students. In addition, all MTSS plans and interventions are shared with the middle school to ensure a smooth transition for the students, ensuring that their specific needs are addressed as they move forward in their education.

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> Our primary strategy for increasing quality learning time is the implementation of the MTSS (Multi-Tiered System of Support) process. We hold MTSS meetings every 6-8 weeks, where we review both academic and behavioral data to guide instructional decisions. These meetings are crucial in ensuring that our Tier 1 instruction and interventions are effectively addressing and closing achievement gaps. Additionally, we have a student support team that meets weekly to analyze behavioral data and office referrals. Based on this data, we collaborate with parents and students to determine appropriate next steps, whether that involves a behavior intervention, counseling support, or
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other necessary resources. To further support our students, we also offer extended learning opportunities that cater to a wide range of needs, from academic support to social-emotional development. This holistic approach helps ensure that all students receive the support they need to succeed.

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	