

Title I Schoolwide Plan Cover Page

Date of Review:	4/23/26
District Name:	Papillion La Vista Community Schools
School Name:	La Vista West Elementary
County-District-School Number: xx-xxxx-xxx	77-0027-000
Grades Served with Title I-A Funds: (PK is rarely served)	K-6
Preschool program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Summer school program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☐ Other (Specify) _____
School Principal Name:	Ami Nichols
School Principal Email Address:	ami.nichols@plcschools.org
School Mailing Address:	7821 Terry Drive La Vista, NE 68128
School Phone Number:	(402) 898-0463
Additional Authorized Contact Person (Optional):	Devon Watson
Email of Additional Contact Person:	devon.watson@plcschools.org
Superintendent Name:	Dr. Andrew Rikli
Superintendent Email Address:	andrew.rikli@plcschools.org

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>	
<u>Ami Nichols</u> <u>Devon Watson</u> <u>Colleen Griffith</u> <u>Summer Sokolewicz</u> <u>Caley Barker</u> <u>Austin Boltin</u> <u>Jessi Hollenbach</u> <u>Meg Smits</u>		<u>Administrator</u> <u>Administrator</u> <u>Instructional Coach</u> <u>Title I Reading Teacher</u> <u>Guidance Counselor</u> <u>School Psychologist</u> <u>Parent</u> <u>2nd Grade Teacher</u>	
School Information <i>(As of the last Friday in September)</i>			
Enrollment: 266	Average Class Size: 17.7	Number of Certified Instruction Staff: 15	
Race and Ethnicity Percentages			
White: 34.96%	Hispanic: 38.72%	Asian: 3.75%	
Black/African American: 8.65%	American Indian/Alaskan Native: 1.87%		
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: 12.03%	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>			
Poverty: 65.36%	English Learner: 12.78%	Mobility: 6.5%	

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

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment

1.1

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.

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.

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. During the 2022-2023 school year, La Vista West Elementary is following the district designated screening and progress monitoring tools for our K-3rd students as a pilot. Students served through interventions are tracked. Interventions are adjusted on an ongoing basis. Building dashboards for both academic and behavior performance are used during Professional Learning Community (PLC) and CIP conversations.

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.

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 La Vista 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.

New during 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. We use the educational technology, OTUS, to track IRIP goals, attendance, and progress.

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 including Reading Recovery.

Evidence to Support:

- Elementary Behavior Decision Making Guidelines
- IRIP Template
- K-6 Academic Decision Making Guidelines
- OTUS screenshot
- OTUS Progress Monitoring Data
- Tri-Annual Data Conversation Document
- LVW Data Dashboard 2022-23 2nd Grade Sample
- MTSS B Intervention Tier Chart
- LVW Behavior Data Dashboard 22-23 5th Grade Sample
- MAP Building Growth Data
- PLCS Individualized IDEAL Process
- LVW PBIS SWIS Dashboard
- LVW MTSS Big Picture
- PLCS MTSS Resource Center
- Reading Recovery Spring Compilation 22-23
- Fastbridge PM

1.2

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.

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.

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.

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.)

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 and as a district.

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. Also at our Annual Title I Parent Meeting, opportunities afforded to children through the Title I program are described. This time also allows input from parents regarding the program.

Parent representation on the Positive Behavior Interventions and Supports (PBIS) team provides continued support and input at each of the PBIS meetings. The parent is an active member on the team that assists the schoolwide team in making decisions based on action plans. The data collected through our Tiered-Fidelity Inventory (TFI) & Self-Assessment Surveys (SAS) 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.

Evidence to Support:

- Jump Start Parent Survey-English
- Jump Start Parent Survey-Spanish
- Reading Recovery Parent Questionnaire
- LVW 21-22 Parent Night Feedback
- LVW 21-22 Parent Night Sign In
- 21-22 District Historical Parent Executive Summary
- 21-22 Staff Executive Summary Elementary All-Cert-Class
- PBIS Agenda 1.5.23
- LVW PBIS Action Plan 2022-23
- La Vista West Elementary School SAS_Total_Score _3_18_2023

1.3

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.

The La Vista West Elementary Continuous Improvement Plan identifies specific strategies, resources and interventions to meet the school's goals and student needs. Our building goal for the 2022-2023 school year is: ALL students, especially those in the 20th-40th percentile range on MAP, will meet their projected growth as measured by the winter and spring MAP assessments in the area of English Language Arts (ELA). We also continue to collect and analyze PBIS SWIS data in an effort to lower the number of major office referrals from year to year.

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 Assistant Administrator, 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. The district offers many evidence based interventions to support students in need of additional academic support.

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 analyzed to determine goals for the upcoming year.

Evidence to Support:

- ELA Skill Supports and Interventions
- PLCS MTSS Resource Center (screenshot of interventions)
- LVW CIP Team 8-22-22
- LVW Staff Development Plan (2022-2023)
- 22-23 Major Office Referrals
- LVW 22-23 CIP MTSS Focus

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.

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 (MTSS-A) team and a MTSS behavior (MTSS-B) team. These teams meet to discuss academic and behavior data acquired from classroom teachers and other support staff. The MTSS-A team reconvenes following every 8 week Tier Review at PLCs. During this time, we discuss progress of interventions and/or next steps for Tier III support. The MTSS-B team meets weekly. The team discusses student data and collaborates to make decisions on what is best for students.

La Vista West has a Family Support weekly team meeting that works to address the needs of students & families as well. This team includes: the principal, Title I Assistant Administrator, counselor, and social worker. Some data points discussed are: 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 weekly on Fridays.

As part of our Family Support Meetings, we discuss the importance of attendance. We have implemented numerous strategies to help address this concern. We post multiple reminders about planning around breaks on our school social media accounts. We also implement Collaborative Attendance Plans for families that struggle with chronic absenteeism. Lastly, during the 22-23 school year which we've continued into the 23-24 year, we've implemented an Attendance Matters Family Incentive Program to encourage better attendance habits. Not only do we incentivize the families but students are incentivized at school as well.

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 20 mentors and 20 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. Some

of the clubs include: Battle of the Books, Yearbook, STEM and Robotics.

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 and social worker at La Vista West Elementary have held numerous groups this year to provide social and emotional assistance to students that need support services. Other data sources such as: Universal Screener data, Health/Attendance, Health office visits, parent referrals, etc. are also used. These data sources are utilized to see what additional needs students have for counseling in the school setting.

Evidence to Support:

- LVW Behavior Data Dashboard 22-23 5th Grade Sample
- LVW Data Dashboard 2022-23 2nd Grade Sample
- Tier II Request for Assistance
- LVW Clubs 22-23
- PLCS Individualized IDEAL Process
- LVW MTSS Big Picture
- Master Elem SPED Programming Continuum
- HAL Seminars 2022-23
- PLC schedule (2022-2023)
- Connections Referral Form
- Tier I Look Fors-PBIS
- MTSS-A Notes Sample
- MTSS-B Notes Sample
- Reach for Success Mentoring Program Parent Letter

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|---|
| <ul style="list-style-type: none">-Attendance Matters Family Incentives-LVW-Collaborative Plan 2_23_23-Attendance Flyer |
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3. High quality and ongoing professional development

- | | |
|------------|---|
| 3.1 | <i>Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i> |
|------------|---|

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 Assistant Administrator, Behavior Coach, Technology Coach, school librarian, EL teacher, Title I teachers, school counselor, school psychologist, classroom teachers, and district leaders. Some topics include Marzano instructional elements, PBIS, Smart Skills, vocabulary instruction, technology integration and the Science of Reading.

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.

In addition to course offerings, PLCS implemented the Personalized Learning Credits model during the 20-21 school year. Staff are required to earn 8 personalized learning credits each school year. These course offerings are selected on an individual basis based on staff needs and preferences. Courses are taken outside of contract hours which also includes summer opportunities.

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 Assistant Administrator, and Behavior Coaches provide coaching to individual teachers, which includes consulting, modeling, co-planning, and observing with feedback. Implementation of each teacher's classroom goals (individual teacher IDEAL goals) are based upon our school improvement plan (Tier II Goals). Teachers and coaches work together to facilitate professional growth in the areas of math, literacy, behavior management or technology integration.

TCIT (Teacher Child Interaction Training) continues to be a focus of professional development in kindergarten and first grade. All K-1 teachers attended a refresher session and additionally,

all staff received some training from our Behavior Coach. The implementation of TCIT strategies and language is an integral part of our commitment to the success of all children.

Monthly paraprofessional training is also an aspect of La Vista West Elementary's professional development plan. 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 Assistant Administrator, Instructional Coach, district Behavior Coaches, Special Education staff and other district staff and leaders. Two times a year, the District holds a half-day para conference/training. Paras have a choice in the trainings they select to attend.

Evidence to support:

- Elementary Professional Development Plan
- Bootcamp Agenda 2022
- Professional Learning Courses
- District Para Training
- IDEAL Goal 2022-23
- SMART Skills 22
- LVW Para Meetings 22-23
- PLC Schedule (2022-2023)
- TCIT
- LVW PD Day Agenda
- LVW Staff Development Plan (2022-2023)

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. 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 included in the evidence. 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. Parents are notified when students enter and exit out of the Title I Reading Recovery Program. They are given updates through emails and phone calls and at parent teacher 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.

On May 4, 2023 we will be hosting a new family event called “Bump Up Night.” During this time families will come to La Vista West and attend a session with the child’s future grade level team. They will receive information about the next school year as well as participate in engaging academic activities.

Evidence to Support:

- Parent/teacher conference sign in sheets
- Parent Night Agenda
- LVW 21-22 Parent Night Sign In
- LVW 21-22 Parent Night Feedback
- 22-23 LVW Compact
- 22-23 LVW Title I Parent & Family Engagement Policy
- Teacher Parent Communication Standards
- LVW Family Night Event Flyer
- Title I Attestation from August 2022 Newsletter

4.2

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 4.1. 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.

Evidence to Support:

- Parent Night Agenda
- LVW 21-22 Parent Night Sign In
- LVW 21-22 Parent Night Feedback
- 22-23 LVW Compact
- 22-23 LVW Title I Parent & Family Engagement Policy

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. Provide supporting documentation in the corresponding folder.

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. 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 include 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". Last year's speaker was on "Positive Parent Child Interaction Training". This year's presentation will be done by our district Mental Health Liaison, Dr. Deb Anderson. This community event encourages participation by offering activities for the students while parents participate in the meeting and listen to the speaker.

In addition to the annual parent meeting, La Vista West Elementary encourages parents to view 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.

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. Home visits 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.

Evidence to Support:

- Behind the Glass Photo
- LVW 21-22 Parent Night Feedback
- LVW 21-22 Parent Sign-in
- Parent Night Agenda
- Title I Family Night Pic Collage
- Title I Night Brochure

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 Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).

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.

La Vista West also offers Jump Start as an opportunity for the students who meet at-risk criteria. They are provided a 2-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 2-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. Preschoolers on an IEP receive an individual transition meeting prior to the start of kindergarten that includes their preschool and kindergarten team members.

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, 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.

Students new to La Vista West Elementary are guaranteed support based on their needs that are reviewed upon enrollment. Pertinent staff are provided a document to sign off on student needs such as: 504, IEP, Health needs, EL, etc.

Evidence to Support:

- Jump Start Application
- 2023 LVW Kindergarten Round up
- EL Program Information
- Transition for PreK - Kindergarten document
- LVW New Student Checklist for Admin. Asst.
- Home Visit Log

5.2

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).

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 the 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:

- BB Message to 6th Grade Parents
- 6th Grade Transition PPT
- 6th Transition Guidance Lessons
- 2022-2023 7th grade Handbook
- Elementary to Middle School Transition
- GR6 Lesson 12
- GR6 Lesson 13 Handout
- GR6 Lesson 13 Lock Handout
- GR6 Lesson 13

- GR6 Lesson 14 Sample-Schedule-Map Worksheet
- GR6 Lesson 14 Supplement Am I Ready for Middle School
- Self-Assessment -GR6 Lesson 14
- 6th Grade Transition Presentation 2022-2023

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

La Vista West Elementary has a Kindergarten Jump Start Program. This is a program for incoming kindergarten students and takes place for two 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 five half days a week for four weeks with breakfast and lunch being provided. The meals are also offered to our district families not in attendance for summer school.

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 20 certified and classified staff members that serve as mentors to 20 students at La Vista West Elementary.

La Vista West has an 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: Girls Health and Fitness, Theater, Battle of the Books, Basketball, and Yearbook club. Each club is held once a week for the entire year with the exception of Battle of the Books being monthly. The intent of each club is to encourage children to spend time thinking and learning in a self-selected club designed to promote social development, as well as promote analytical thinking and creativity.

Many grade levels attend curriculum based field trips. These field trips are sponsored by the PTO and some are paid through community grants that teachers and district personnel apply for. Some experiences that our students are offered include: Omaha's Henry Doorly Zoo, Rose Theater, Lincoln Memorial, etc.

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 hold quarterly assemblies for PBIS celebrations and recognition. 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
- LVW DARE Graduation
- Jump Start Application 2022
- Summer School Invite 2023
- LVW Assembly
- HAL Seminars 2022-23
- LVW Clubs 22-23
- Reach for Success Mentoring Program Parent Letter
- LVW Battle of the Books
- Reading Recovery Behind the Glass Photo
- Rose Theater Extended Learning Opportunities
- 2022-23 Portal House District Field Trip
- Book Buddies