

**Wakefield Community School**  
**Hearing Agenda for Parent Involvement**  
**Tuesday, August 13, 2024 Immediately following Student Fee Hearing**  
**Posted Locations:**

**Wakefield Post Office**  
**BankFirst**  
**Wakefield Republican**  
**School Main Entrance**

**Posted Date: 08/08/2024**

The Board of Education Regular Meeting convened in open and public session on Tuesday, August 13, 2024 at Immediately following Student Fee Hearing in the Board of Education Room at the HS Computer Lab - Room 213  
802 Highland Street  
Wakefield, NE 68784.

President Brown informed the group of the Open Meetings Act posted in the room and accessible to all members of the public as required by law. All board members had received notice of the meeting and the meeting notice had been published/posted in a timely manner prior to the meeting date.

**ATTENDANCE TAKEN AT Immediately following Student Fee Hearing:**

Call to Order

Hearing Agenda

Hearing Agenda to discuss Parental Involvement in Title 1 Programming Policy 5057 and Policy 5018 Parent Involvement in Education Practice.

Adjournment

## **5057: District Title I Parent and Family Engagement Policy**

The school district will jointly develop with parents a School-Parent-Student Compact that outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The written District Parent and Family Engagement Policy will be jointly developed and distributed to parents and family members of participating children and the local community in an understandable format and to the extent practicable, in a language the parents can understand. An annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy and to remove barriers to participation.

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.
2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other Federal, State, and district programs, and evaluations of progress.
3. Opportunities for participation in parent involvement activities such as training to help parents work with their children to improve achievement. A goal of parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.
4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.
5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.

6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.
7. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

This policy shall be reviewed annually at the annual meeting where concerned parties can have a conversation about possible changes to the Parent and Family Engagement Policy.

*Adopted on: 06/14/2010*

*Revised on: 07/10/2018*

*Reviewed on: 08/08/2022*

## 5018: Parent and Guardian Involvement In Education Practices

The school district recognizes the importance of parental and guardian involvement in the education of their children. The school district will take the following steps to ensure that the rights of parents and guardians to participate in the education of their children are preserved.

1. Parents/Guardians will be provided access, as described in district procedures, to district-approved textbooks and other curricular materials and tests used in the district upon request.
  - a. A parental request to review specific approved textbooks and other district- or building-approved curricular materials (written, visual, and audio) should be made to the principal of the building where the textbooks and curriculum materials are used.
  - b. Parents may check out textbooks and may review curricular materials such as video and audio recordings within a time frame determined by the building principal to prevent disruption of the instructional process.
  - c. A parental request to review specific standardized and criterion-referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.
2. Parents/Guardians will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.
  - a. Parents/guardians are invited to make appointments with the building principal to visit classes, assemblies and other instructional activities. The principal shall give permission after determining that parental/guardian observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.
  - b. Parents/guardians may contact the building principal to request permission to attend counseling sessions in which their child is involved.
3. Parents/guardians will be permitted, within district procedures, to ask that their children be excused from school experiences that parents find objectionable.
  - a. Building principals may excuse a student from any single school experience at the parent's written request.
  - b. When appropriate, alternative experiences will be provided for the student by the school.
4. Parents/guardians will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.

5. Parents/guardians will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.
6. Parents/guardians will be informed of the circumstances under which they may opt-out of state and federal assessments.
  - a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents/guardians of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.
  - b. State Assessments  
State and federal law simultaneously require students to take state assessments, with few exceptions, but also permit parents or guardians to request to opt their students out of these assessments. Approval of opt out requests is contrary to the mandatory testing laws, so the District cannot “approve” the request. Parents who do not present their child for testing will result in the child receiving the lowest score possible on the assessment.
  - c. National Assessment of Educational Progress  
As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.

The District shall provide parents/guardians of eligible students with reasonable notice prior to the exam being administered. Parents/guardians wishing to opt their students out of the NAEP assessment must notify the district in writing at least three days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

7. Parents/guardians will be notified of their right to remove their children from surveys prior to district participation in surveys.
  - a. The principal must approve all surveys intended to gather information from students before they are administered to students.
  - b. Students’ participation in surveys is voluntary. Parents/guardians may restrict their child from participating in any survey.

*Adopted on: 06/14/2010*

*Revised on: 11/12/2020*

*Reviewed on: 08/08/2022*

**Form: School - Parent - Student Compact**  
**Wakefield Community School**  
**2023-2024 School Year**

The Wakefield Community School District and the parents of students participating in activities, services, and programs funded by Title 1 agree that this Compact outlines how the parent/guardians, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children meet or exceed the District's standards.

**School Responsibilities:**

- Provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards.
- Provide parents with progress reports as requested and pursuant to district policy. Communicate and work with families to support student's learning.

**Parent Responsibilities:**

I will support my child's learning in the following ways:

- Value and support my child's attendance at school;
- Ensure that homework is completed
- Promote positive use of my child's extracurricular time;
- Endeavor to participate in parent groups that support the district's students;
- Endeavor to stay informed about my student's progress and request updates as needed.

**Student Responsibilities:**

I will share the responsibility to improve my academic achievement in the following ways:

- Cooperate with my teachers in school and be responsible for my behavior;
- Complete all of my homework assignments on time;
- Participate to the best of my ability in all of my classes;
- Participate in extracurricular activities which will help me become a better student and stay active in my school and community;
- Let my teachers and family know when I need help.

# 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:	Wakefield Community School
County Dist. No.:	90.0560
School Name:	Wakefield High School
County District School Number:	002
Building Grade Span Served with Title I-A Funds:	7-12
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Mrs. Angie Zach
School Principal Email Address:	azach@wakefieldschools.org
School Mailing Address:	802 Highland Street PO Box 330 Wakefield, NE 68784
School Phone Number:	402-287-2012
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Mr. Matt Farup
Superintendent Email Address:	mfarup@wakefieldschools.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Angie Zach</u>	<u>Administrator</u>
<u>Jaime Manz</u>	<u>Learning Strategist</u>
<u>Alejandra Aguirre</u>	<u>EL Teacher</u>
<u>Kari Cliff</u>	<u>EL Teacher/Coordinator</u>
<u>Ann Milliken</u>	<u>English Teacher</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 225	Average Class Size: 37.5	Number of Certified Instruction Staff: 21
Race and Ethnicity Percentages		
White: 38%	Hispanic: 62%	Asian: 0%
Black/African American: 0%	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 0%	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 54%	English Learner: 27%	Mobility: %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	MAP
ACT	AQuESTT Classification Report
ELPA21	
AIMSweb	

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 school's administration recognized that there was a significant problem with academic achievement across the board, particularly among students who were at-risk of failing to meet State academic standards. To address this issue, they conducted a comprehensive needs assessment of the entire school, which involved collecting and analyzing data on student performance.

The assessment revealed that less than 80% of students were proficient, indicating that there were significant gaps in learning that needed to be addressed. In response, a team of educators was assembled to analyze the evidence-based curriculum, instructional materials, and instructional strategies that were currently in place with the aim of strengthening Tier 1 Core practices.

However, the recent AQuEST designation (ATSI) encouraged the team to dig deeper into the data to identify specific areas that needed improvement. To this end, they used ELPA21 data to redesign the secondary schedule and guide how supports were layered on for some students.

In addition, the team used data from AIMSweb and MAP assessments to structure 7th and 8th grade ELA classes in a way that determined what supports were necessary to push into Tier 1 Core. They also re-evaluated the fluidity of classes based on ongoing data analysis.

- Assessments showed less than 80% of students were proficient, so teams analyzed evidence-based curriculum, instructional materials, and instructional strategies that were in place with the intent of strengthening Tier 1 Core practices
- Recent AQuEST designation (ATSI) encouraged the team to dig deeper into data
- ELPA21 data was used to redesign the secondary schedule and guide how supports were layered on for some students
- 7th and 8th grade ELA classes were structured using data (AIMSweb and MAP) to determine what supports were pushed into Tier 1 Core; fluidity of classes - data was re-evaluated
- Progress monitoring for EL students

**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.*

- Annual Title I parent meeting
- Strategic plan data
- Parent engagement activity with KSB regarding social media issues and legalities
- PBIS expectation survey
- Data profile

**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.*

- Monthly professional development days that focus on the District Leadership Team
- Wednesday, 2:00 dismissal professional development
- Carol Salva - 7 Steps to a Language Rich Classroom
- Sara Walsh & Ben Vilkas from WSC
- Student Problem solving teams
- Co-planning time

## 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.*

- Student problem solving teams
- Tier 2 - Learning strategists are placed based on student needs
- Wakefield Achievement Center
- Curriculum purchases for EL
- Teammates

- Heartland Counseling
- Special Education
- CTE Pathways

### 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>
<ul style="list-style-type: none"> <li>● <b>Monthly professional development days that focus on the District Leadership Team</b></li> <li>● <b>Wednesday, 2:00 dismissal professional development</b></li> <li>● <b>Carol Salva - 7 Steps to a Language Rich Classroom</b></li> <li>● <b>Sara Walsh &amp; Ben Vilkas from WSC</b></li> <li>● <b>Student Problem solving teams</b></li> <li>● <b>Co-planning time</b></li> <li>● <b>Restorative Circles Training</b></li> <li>● <b>PBIS Training - SWIS</b></li> </ul>	

### 4. Strategies to increase parent and family engagement

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<ul style="list-style-type: none"> <li>● <b>Distributed when students register</b></li> <li>● <b>Posted on school website</b></li> </ul>	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
<ul style="list-style-type: none"> <li>● <b>Title I parent information meeting - update parents - we welcome feedback</b></li> <li>● <b>Title I parent and family engagement Policy and Title school parent compact is reviewed and approved by the board of education annually</b></li> <li>● <b>Annual (spring) survey to families.</b></li> <li>● <b>Committee including parent/guardian.</b></li> <li>●</li> </ul>	
4.3	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>
<ul style="list-style-type: none"> <li>● <b>During Meet &amp; Greet - Open house</b></li> <li>● <b>Signage throughout the school &amp; community</b></li> </ul>	

- Website
- Superintendent recruits parents to ensure that we meet the requirements

## 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>
<ul style="list-style-type: none"> <li>● 7th grade orientation</li> <li>● Freshman orientation &amp; Parent meeting</li> <li>● Junior parent meeting ???</li> <li>● Newcomer support</li> </ul>	
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>
<ul style="list-style-type: none"> <li>● 6th grade shadowing/7th grade</li> <li>● Freshman orientation</li> <li>● Vocational Ed representative</li> <li>● College/Military Reps</li> </ul>	

## 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>
<ul style="list-style-type: none"> <li>● WAC is open from 7:45-4:15 for students to utilize</li> <li>● Drumline</li> <li>● Drone club</li> <li>● YPAR (Youth Participatory Action Research) with UNL</li> <li>● FCCLA</li> <li>● FBLA</li> <li>● Skills USA</li> <li>● Educators Rising</li> <li>● One World Club</li> </ul>	

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

7.1	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and</i>
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*integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)*

- **Consolidate Title I and Title II**

# 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:	Wakefield Community School District
County Dist. No.:	90.0560
School Name:	Wakefield Elementary School
County District School Number:	002
Building Grade Span Served with Title I-A Funds:	PK-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	X <input type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes    X <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	X <input type="checkbox"/> Reading/Language Arts X <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Jerad Wulf
School Principal Email Address:	jwulf@wakefieldschools.org
School Mailing Address:	802 Highland Street PO BO 330 Wakefield, NE 68784
School Phone Number:	(402) 287-9892
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Mr. Matt Farup
Superintendent Email Address:	mfarup@wakefieldschools.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	X <input type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	X <input type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Cathy Hoffart</u>	<u>Parent</u>
<u>Jerad Wulf</u>	<u>Administrator</u>
<u>Sara Schlickbernd</u>	<u>Reading Specialist</u>
<u>Lynette Haisch</u>	<u>4-6 Math Teacher</u>
_____	_____
_____	_____
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_____	_____
_____	_____
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_____	_____
_____	_____

**School Information**  
*(As of the last Friday in September)*

Enrollment: 334	Average Class Size: 19	Number of Certified Instruction Staff: 31
<b>Race and Ethnicity Percentages</b>		
White: 39 %	Hispanic: 60 %	Asian: .5 %
Black/African American: 0 %	American Indian/Alaskan Native: .5 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 53 %	English Learner: 30 %	Mobility: 8.08 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS (state assessment)	Measures of Academic Progress (MAP)
AimsWeb Plus (universal screening)	Woodcock Munoz (EL eligibility)

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.

**Wakefield Elementary School has frequent opportunities to review student, grade and class level data in order to improve, modify or evaluate our school improvement goals. All staff members participate in weekly PLC meetings where data is used to inform instructional decisions. Following the administration of MAP and AimsWeb, staff members meet in their PLC groups to complete various data activities. These activities include looking at and modifying instructional groupings based on student needs. Elementary staff members complete various assessment notecatchers to show evidence of discussions taking place.**

**Data is used to support building improvement initiatives. In addition, Wakefield Community Schools has been implementing an MTSS process to support students and district initiatives. During January of 2023, the leadership team created a balanced-assessment document.**

**The following data sources are used and analyzed during our weekly PLC meetings as well as during other time during the year:**

- **Nebraska State Assessment (NSCAS)-grades 3-6 assessed in reading and mathematics-grade 5 is assessed additionally in science**
- **Measures of Academic Progress (MAP)-grades K-6 assessed-K-2 in reading and mathematics, grade 3 in reading, math and language usage, grades 4-6 are assessed in reading, math, language usage and science**
- **AimsWeb Plus (universal screening)-K-6 students assessed in reading**
- **Woodcock Munoz Language Survey-K-6 students who indicate a home language other than English on their home language survey**

**Documentation included: PLC agenda and MAP Notecatcher**

## [PLC Data Agenda](#) [MAP Notecatcher](#)

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.*

**Wakefield Community School has an annual Title I Parent Meeting where parents and community members are invited to attend and provide input on district programming. Discussions have included: EL programming, high ability programming and interventions. During this meeting, we look at the Parent Involvement policy and the Teacher, Student, Parent Compact.**

**In addition, Wakefield Elementary hosts annual activities to provide student and parent education and to ask questions about various topics. This year we held our annual One Book, One School program to encourage reading at home. In addition, all students were invited to participate in an afterschool book club each month.**

**Documentation included: Title I Parent Meeting Agenda and Sign-in Sheet, Title I Board Meeting Agenda, Parent, Student, Teacher Compact**  
**[Title I Parent Meeting Agenda](#), [Title Document 1.2](#)**

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.*

**Wakefield Elementary School staff review data during weekly PLC times to make instructional decisions to support students. During our student assistance team meetings, the SAT team looks at student data to support programming decisions. With the implementation of MTSS, the district leadership team has established a balanced-assessment plan.**

**Documentation Included: SIP action plan and assessment plan**

**[Title Documentation 1.3](#)**

## 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.*

**During the 2021-2022 school year, Wakefield Elementary School adopted and implemented a new core mathematics program (*Reveal*). We continue to implement *Wonders 2020* as our core reading/language arts series. In addition, we have also significantly modified our interventions and instructional model to more closely align with tenants of *The Science of Reading*. Select staff members have participated in LETRS and Orton Gillingham training.**

Teachers meet weekly with their PLC which includes their grade level partner and other specialists (EL, Reading, etc.) to design, modify and monitor interventions and programming. These teams use decision rules to make instructional decisions on interventions.

**Tier I (Core):**

- *Wonders 2020 (language arts)*
- *Heggerty Phonemic Awareness (language arts)*
- *Reveal (math)*
- *Impact (social studies)*
- *Elevate (science)*
- *Second Step (behavior/social skills)*

**Tier II Interventions:**

**Reading**

- Orton Gillingham Small Group/LETRS Strategies
- Language for Learning (L4L)
- Early Interventions in Reading (EIR)
- Sound Partners
- Sound Partners Plus
- Read Naturally
- Reading Mastery
- Language Mastery

**Math**

- IXL
- Reflex Math (2nd grade)
- Small group instruction/reinforcement of skills

**Behavior/Social Skills**

- 1-1/Small group with counselor
- Teammates

**Tier III Interventions:**

- Reading Interventions - Reading Mastery
- Corrective Reading

**Documentation Included: Elementary Interventions and Decisions Rules**

[Documentation 2.1](#)

**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>
<p><b>Professional development during the 2022-2023 school year has included MTSS implementation activities and PLC meetings which focus on data utilization and grade level curriculum development. In addition, all staff participated in a full day training based on <i>The 7 Steps to a Language Rich Classroom</i>.</b></p> <p><b>Every Wednesday, staff participate in PLC meetings. PLC activities range from data review and program implementation to MTSS implementation by the district leadership team. In addition, gratitude circles and restorative circles were implemented.</b></p> <p><b>All staff members complete their individual Student Learning Objective (SLO) and I had my staff select one or two items to implement from the 7 Strategies training.</b></p> <p><b>Documentation Included: PD Calendar and agendas, SIP (folder 1.3)</b></p> <p><b><a href="#">Elementary PD Calendar and Agendas</a></b></p>	

**4. Strategies to increase parent and family engagement**

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<p><b>Wakefield Community School District holds an annual Title I Parent Informational Meeting to update parents and stakeholders about curriculum and programming. At this meeting, parents have a chance to review the Title I Parent Involvement policy and the Title I Compact.</b></p> <p><b>Parents and community members are invited to participate in One Book, One School and our VIP Celebration. Wakefield Elementary School continues to use SeeSaw to increase parent and community engagement. Teachers send pictures and classroom updates frequently.</b></p> <p><b>Documentation Included: Parent Involvement Policy, Title I Compact</b></p> <p><b><a href="#">Title Documentation 4.1</a></b></p>	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>

**Wakefield Elementary School holds an annual Title I Parent Information meeting to update parents and stakeholders about programming. Stakeholders are giving a copy of the involvement policy and compact for review. There is also a short program to discuss programming. Parents and stakeholders are encouraged to ask questions and make suggestions. After the meeting, the drafted policy and compact go to our Board of Education for input and approval.**

**Documentation included: Parent Involvement Policy, Compact**

**[Title Documentation 4.2](#)**

**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.*

**Historically, Wakefield Elementary School held our Title I meeting with our “Meet and Greet” night. This year, we moved it to right before our monthly board meeting. Parents and stakeholders were notified of the meeting through our Back to School advertisement in our local newspaper. The meeting was held at 5:00.**

**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).*

**Wakefield Elementary School has implemented a variety of transition activities to support students. Preschool students are allowed to visit kindergarten classrooms. We also have a PK Registration and Kindergarten Round-up to support early childhood transitions. It helps in transition having our preschool program on campus. Nearly 98% of our eligible preschool students attend our half/full day program. Students are introduced to building routines (recess, lunch specials, etc.). In addition, during the 2022-2023 school year, preschool students participated in our annual music concerts for the first time. Preschool students who indicate a home language other than English on their home language survey also participate in the EL eligibility process.**

**We have a Kindergarten Round-up date for parents to come to school. We give them information and notify parents about the differences between kindergarten and preschool programming. During these meetings, the**

building administrator, school nurse, speech pathologist, audiologist and classroom teachers present information.

All students (PK-6) are invited to attend our annual “Meet and Greet” night to meet teachers, see their classrooms, organize school supplies and pay for lunches prior to the first day of school.

Documentation Included: 2023 PK/K Registration/Round-up  
[Title Documentation 5.1](#)

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).*

**Wakefield Elementary sixth graders who will transition to middle school have at least one day in which they shadow a seventh grader. This allows the student to “live the life” of a seventh grader prior to becoming one. Students who need additional transition supports may shadow more than once. Wakefield Elementary 4th-6th graders are departmentalized in which they rotate from classroom to classroom. This has supported transition to the middle school.**

**7th Grade Orientation is held in April/May in which parents and students are invited to school to hear from administration and teachers in the middle school level. School staff discuss curriculum and expectations.**

## 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.*

**During the summer of 2022, Wakefield Elementary School worked with the Migrant Program to host a Migrant Summer School. In addition, Wakefield Elementary hosted Jumpstart (summer school) for grades K-6 for 12 days in early August. The focus on this program was to support language arts and mathematics.**

**Wakefield Schools has Homework Club to support students in grades 3-6 with homework and to support/clarify academic content.**

**In addition, during the school day, students who need supplemental support are “double-dipped” during reading or WIN time.**

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

<b>7.1</b>	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>