



# The Wildcat Weekly



Winside Elementary School

OCTOBER 2, 2018



## OUR MISSION

Winside Public School provides all students high levels of learning to be college and career ready in the 21st Century.

**HEALTH REMINDER.....** Any student with a fever over 100 degrees, diarrhea, vomiting, or any contagious illness needs to be kept home for 24 hours after symptoms have ended, without the aid of fever reducing medicines.

**THANK YOU! .....** What a great turnout we had at parent-teacher conferences last week! Thank you to all the parents for attending! If you were not able to conference with your child's teacher, please feel free to contact the teacher to schedule a conference.

Also, a big thank you to all for helping to make last week's blood drive a success! We were able to exceed our target number of units!



**FIRE STATION.....** On Friday, October 12th, the Kindergarten and First Grade classes will be walking down to the Winside Fire Station. The firefighters will be giving the students a presentation on fire safety. Please make sure your child is dressed appropriately for the weather that day.

**2:30 DISMISSAL.....** Students will dismiss from school at 2:30 pm on Friday, October 12th due to a home football game starting at 3:00 pm. Come help to cheer on our Wildcats!

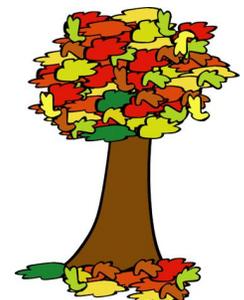
**PICTURE RETAKES.....** Picture retakes are scheduled for Monday, October 15th, starting at 8:15 am.



**GRANDPARENTS BREAKFAST.....** Grandparents of students in kindergarten through 6th grade are invited to join us for breakfast on Monday, October 15th from 7:30-8:10 am. Classrooms will be open for touring from 7:45-8:10 am. Please call (402) 286-4466 by **Thursday, October 11th** if you plan

on attending the breakfast to ensure we have plenty of refreshments. Thank you!

**FALL WEATHER IS HERE.....** With the cooler temperatures, it is important that the students are dressed appropriately at school. This includes a warm coat, hat, gloves. etc. Students will go outside for recess unless the weather is uncooperative or the temperature, including the wind chill, is below 10 degrees.



**FROM THE PRINCIPAL'S DESK ..... Sarah Remm** (This article will also be found in the October 2018 Newsletter.)

Changes are happening in the area of reading education and instruction in Nebraska. The Department of Education has recently outlined a new literacy plan, which is referred to as the Nebraska Reading Improvement Act (NRIA), and is a resource to guide and support quality literacy instruction for all students. Nebraska's literacy plan will begin in the 2019-2020 school year. All schools will be required to administer a reading assessment three times a year to all students in grades K-3. This reading assessment must be approved by NDE. Students identified as Limited English Proficient or qualifying for special education will not necessarily be monitored through these assessments, as they would already have individualized plans targeting reading goals.

According to the NRIA, a student performing below an NDE-determined threshold level will receive supplemental reading interventions designed to have the student reading at grade level by the end of third grade. Parents will be notified that their child will be receiving interventions, and individualized reading improvement plans will be developed for students performing below the threshold level. Schools will also need to put into place plans for summer programming for students performing below the determined threshold.

Winside Public School has already taken several steps in the right direction to prepare for the expectations of the NRIA. Our Title I reading program has added several interventions, and the teaching staff has received intervention training. Programs available to students include *EIR (Early Interventions in Reading)*, *Sound Partners*, *Rewards*, *Read Naturally*, and *Phonics for Reading*. Which program is used depends on the individual student's reading needs, and progress is assessed through weekly progress monitoring practices.

Our district's reading assessment, Aimsweb, is administered three times a year: in the fall, winter, and spring. Aimsweb assesses several reading skills of the students in grades K-6. The data is then used to determine intervention need and program placement for individual students. Students performing below the 30%ile are grouped into intervention groups based on their skill set. What this means is that we may have student groupings where grades are mixed. For example, a kindergarten student may be working with a 1st grade student, and 1st grade students may be grouped with 2nd grade students. The goal is to have comparable student groupings working together to strengthen their skills in order to make appropriate gains in reading. Monitoring student progress is completed more effectively when students are grouped together by comparable skill set.

This school year, we used the 30%ile as a target point, when in years past we used the 26%ile. Doing this meant an increase in students identified as needing Title I intervention services. The goal is to identify students sooner than later to receive support in order to close the gap earlier in their formative years. We can also more closely monitor students as they make progress to determine if more intensive interventions are necessary through our special education program.

Our K-3 teachers have also been receiving ongoing professional development through the MTSS (Multi-Tiered Systems of Support) process. They have been trained in several explicit instructional strategies that are to be implemented daily in their teaching practices. Focus areas include student engagement, unison response, error correction, and partner responses.

Letters were sent home in the month of September to parents of children qualifying for Title I services. If you have any questions regarding your child's academic progress, please contact the school. We look forward to working with students and families this year as our district continues to learn and grow in order to best meet our students' educational needs.