

# 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:		Omaha Public Schools	
County Dist. No.:		28-0001	
School Name:		Ashland Park-Robbins	
County District School Number:			
School Grade span:		PreK-6th	
Preschool program is supported with Title I funds. (Mark appropriate box)			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. (Mark appropriate box)			<input checked="" 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. Jan Martin	
School Principal Email Address:		janet.martin@ops.org	
School Mailing Address:		5050 S. 51st St Omaha, NE. 68117	
School Phone Number:		531-299-1020	
Additional Authorized Contact Person (Optional):		Mrs. Kelly Gudenrath	
Email of Additional Contact Person:		kelly.gudenrath@ops.org	
Superintendent Name:		Cheryl Logan	
Superintendent Email Address:		cheryl.logan@ops.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> (include staff, <u>parents</u> & at least <u>one student if Secondary School</u> )	<u>Titles of those on Planning Team</u>
Brandi Turner	<u>Parent</u>
Jan Martin	<u>Administrator</u>
Tamika Walker	Asst. Principal
Kelly Gudenrath	Instructional Facilitator
Steve Soto	Teaching and Learning Consultant
Stacey Maier	Counselor
Arely Balderas	Parent
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<b>School Information</b> (As of the last Friday in September)		
Enrollment: 779	Average Class Size: 20-24	Number of Certified Instruction Staff: 56
<b>Race and Ethnicity Percentages</b>		
White: 14.9 %	Hispanic: 75.8 %	Asian: .1 %
Black/African American: 4.9 %	American Indian/Alaskan Native: .9 %	
Native Hawaiian or Other Pacific Islander: .1 %	Two or More Races: 3.3 %	
<b>Other Demographics Percentages</b> (may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a> )		
Poverty: 86 %	English Learner: 41 %	Mobility: %

<b>Assessments used in the Comprehensive Needs Assessment</b> (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
<b>ELPA 21</b>	<b>Amira Read</b>
<b>NSCS</b>	
<b>In-View</b>	
<b>MAP</b>	



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

*Place documentation in corresponding folder on flash drive to support the narrative.*

## 1. Comprehensive Needs Assessment

1.1	<p><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></p>
<p>Staff utilizes the many pieces of data that we accumulate throughout the school year. The data from MAP, NSCAS, Amira, ELPA 21, Lexia, In-View are all considered useful information when determining the most immediate needs in learning for those at-risk, and for those failing in content areas. Many times the assessment results lead staff to begin the SAT process to determine the cause of lack-of-progress for many students, which can lead to documentation of specific strategies for 6 weeks to determine if changing strategies and re-teaching are proving a spark in learning in the ELA and mathematics.</p> <p>Data walls, assessment results, IEPs in Reading and Math are a starting point as we begin to gather data and it lays the foundation for curriculum delivery, progress reports, information to be shared at PT Conferences, and determines any needs that may be suggested for additional classroom learning support.</p> <p>District Data Book:  MAP results: pages 15, 17- 23, 25-31, 31, 33- 37</p> <p>NSCAS results: pages 39-49</p> <p>ELPA results: pages 51-52</p> <p>Data walls are updated following assessments. Grade level meetings focus on deep discussions as an overall grade level, and include EL and Resource teachers for their suggestions and strategies for re-teaching.</p> <p>Instructional Facilitators meet with each individual teacher at each grade level to discuss assessment results and offer suggestions for additional tracking of those at - risk and those failing in the content areas. After determination is noted as to the concern, a plan is created with the teacher to increase progress that is needed for the students additional support.</p>	
1.2	<p><i>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.</i></p>
<p>A Parent meeting was held on March 11, 2022 . The meeting was held virtually due to COVID protocol and was lead by the Administration. Parents were told of the importance of their input and how the meeting was a requirement for our Title I Schoolwide Plan that was being prepared for the State. Parent arents asked about curriculum, support received through Title I, how their children would be impacted by the Federal program, and in particular, the Student-Parent Compact, and the Family Engagement Policy (that all school share).</p>	

Following good discussion, both Compact and Family engagement policies were read and parents were asked for their suggestions. There were none, so both were approved and parents were reminded that at any time during a school year, suggestions for improvement are always appreciated and included.

Included:

- \*Student-Parent Compact
- \*Family Engagement Policy
- \*Parent and Staff Attendance List

**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.

\*Staff and Leadership Team developed our Annual School Improvement Plan that is done each August. The SIP plan drives all that we do to increase overall student achievement in Mathematics, ELA, MTSSB, Wellness.

- \*School Improvement Plan

## 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.

\*All instructional Staff (teachers and paras) are trained in the procedures and requirements of giving the state assessment with state rules and regulations that are confidential in the giving of the assessments. Accommodations are directed by individual student IEPs and may include:

- \*Time allotments may be adjusted (based on an IEP)
- \*Manipulatives are offered (based on an IEP)
- \*Breaks are provided when noted on IEPs
- \*Teacher Practices and Procedures Hand-out

## 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. Provide supporting documentation in the corresponding folder.

The Professional Development is planned for the entire year in August and September. Much of the PD is determined by the Curriculum, Instruction, and Support Department at Central Office and is standard across all schools (based on the District focus for the year). All PD is focused on the content areas of Mathematics, ELA.

\*21-22 PD Plan

\*Academic Vocabulary PD presentation to teachers and paraprofessionals on January 4, 2022

\*Curriculum Day Meetings were held by National Consultants that focused on our new adoption of HMH Reading. Sessions focused on digital resources, training of data components for Lexia and how to apply the data as we chart class and individual student growth or learning needs.



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

<b>4.1</b>	<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>The School-Parent Compact was created and revised as needed with parents and staff. The meeting this year was held on March 11, 2022 with 6 parents and Administration. The Compact was explained , and each section discussed. There were no suggestions and no questions. The Compact is shared at the first PT conference in the fall.</p> <p>*School-Parent Compact</p>	
<b>4.2</b>	<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>
<p>The meeting for parents and staff was held on March 11, 2022 at the same time the School-Parent Compact was shared and discussed. We have found that Spring is the appropriate time to call parents to the meeting as we look towards the 22-23 school year.</p> <p>*Family Engagement Policy *School-Parent Compact *Student Handbookt</p>	
<b>4.3</b>	<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>
<p>March 11, 2022 was the time we held the parent meeting this year. It has been difficult to hold an in-person meeting such as we have done in the past due to the Pandemic, so we opted for a virtual meeting instead. Because it was held during a typical work day, many parents declined the virtual meeting due to their personal commitments.</p> <p>We provided a comprehensive Title I overview in the weekly Newsletter following the parent meeting on March 11, 2022.</p> <p>*SMORE Newsletter, March 11, 2022</p>	

#### 5. Transition Plan

<b>5.1</b>	<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>
<p>Each January the district holds Kindergarten Round-Up at all Elementary Schools for the incoming children who will join us in August of 2022. This year it was the Class of 2035! Parents and Guardians attended our Round-Up from 2-3 p.m. on January 20, 2022. This year parents were provided with iPad to do on-line enrollment. While this was a learning curve for many, all enrollment were completed with help from office staff.</p> <p>Before the informational presentations, our Kindergarten staff was introduced and they led the little learners up to a classroom where they engaged in a story with a follow-up activity, and played with individual, small play</p>	



dough containers for small motor skills, and ended with an age appropriate game as a group. There was music and dancing and an excitement in the air as they look forward to their Kindergarten year in August!

The presentation included information needed for enrollment, a presentation about the medical documents needed, the role of the School Nurse was shared, and tips were offered on what is needed if students have medical needs, such as asthma, diabetes, etc. so that parents can get the medicalAction plans ready to turn into the School Nurse in August.

Information was shared by the Principal that covers topics such as first day of school, morning arrival, Grab N Go breakfast routines, lunch routines, and dismissal for students who are picked up by parents, or students who attend the after-school care program, and how students dismiss for bus rides or day care van pick up.

The importance of daily attendance was shared withparents and the process of how to notify the Office is their child is out ill or outfor a family emergency, etc.

Because we have students making the transition from either the ECSE (Early Childhood Special Education classes and / or our Pre-Kindergarten classes, we spend time explainig how classrooms are set-up and what staff does to welcome them into the general education environment.

- \*Kindergarten Round-Up Notiifcation to families in SMORES Newsletter
- \*KindergartenRound-Up Meeting Agenda
- \*Family pictures

**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).*

As we prepare to transiton our 6th grade students, to Middle Schools for 22-23, we work closely with the Middle School staff and the Middle School Counselor. Our 6th grade counselor works with each class and has several discussions that pertain to what they will be expected to do upon moving to Middle School such as:

- \*Counselor works weekly with students to master locker locks so they make it to class on time and aren't marked tardy to classes which is a stress factor in their eaerly days at school and passing time
- \*Counselor works closely with the various Middle School's Counselor to register students at each school
- \*The Middle School visitations prior to the end of May include parent participation if they choose
- \*Sharing Welcome Videos for students who can't attend the school visitation in personis a task for our 6th Grade Counselor

## 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.*

The Schoolwide Plan includes the following that shows how the amount and qulaity of learnig time is covered during the instructional day. (Extended learning was not possible this year due to the pandemic and the lack of staff interest due to the many expectations for staff and the guidelines for in-person learning, and social distancing, etc.

\*Grade level time allotments are cleared outline by CIS (Central Office) as a guideline for curriculum pacing  
\*Intervention times for each grade level are noted (This is the time to re-teach needed skills, support needs of student who have had many absences due to COVID, etc.

\*Morning meeting times are incorporated into the first 10 minutes of the day to build relationships and practice SEL time for all students.