

# 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:	Forest Station Elementary	
County District School Number:	28-0001	
Building Grade Span Served with Title I-A Funds:	Kindergarten - Grade 5	
Preschool program is supported with Title I funds. (Mark appropriate box)	<input 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 checked="" type="checkbox"/> Other (Specify)_MTSS-B, Dropout Prevention, Science, College to Career__	
School Principal Name:	Shelly Burghardt	
School Principal Email Address:	Shelly.Burghardt@ops.org	
School Mailing Address:	1010 Childs Rd W Bellevue, NE 68147	
School Phone Number:	531-299-3020	
Additional Authorized Contact Person (Optional):	Jeanna Granger	
Email of Additional Contact Person:	jeanna.granger@ops.org	
Superintendent Name:	Matthew Ray	
Superintendent Email Address:	matthew.ray@ops.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> (include staff, <i>parents</i> & at least <i>one student</i> if <i>Secondary School</i> )	<u>Titles of those on Planning Team</u>
Jacky Castro	<u>Parent Administrator</u>
Shelly Burghardt	Administrator
Mariana Cruz	Administrator
Nayely Neri Frausto	Student
Jeanna Granger	Instructional Facilitator
Fabricio Hernandez	Teacher
Maribel Garcia	Parent
Chris Pohlman	Instructional Coach
Amy Hindley	Instructional Coach
Erick Serrano	Student
Manuella Toham	Student

School Information		
(As of the last Friday in September)		
Enrollment: 365	Average Class Size: 25	Number of Certified Instruction Staff: 31
Race and Ethnicity Percentages		
White: 12.6 %	Hispanic: 72.3 %	Asian: 0 %
Black/African American: 10.4 %	American Indian/Alaskan Native: 0.3 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 4.4 %
Other Demographics Percentages (may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a> )		
Poverty: 74.8 %	English Learner: 50.1 %	Mobility: N/A %

<b>Assessments used in the Comprehensive Needs Assessment</b> (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
<b>NSCAS</b>	<b>MAP</b>
<b>ELPA</b>	

*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

<b>1.1</b>	<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>Forest Station leadership team consistently reviews and analyzes data, and provides data reviews with teachers at grade level meetings and staff meetings. Some data points include: MAP Growth, NSCAS Growth, Amira, SuccessMaker, Lexia, iRead, district common summative assessments, ongoing formative assessments/student work.</p> <p>Data was reviewed from an multi-tiered systems approach for behavioral and academic needs. Student achievement data was examined this year from multiple sources to make informed decisions to guide student needs and professional development. Data includes MAP from fall, winter, and projected spring. NSCAS ELA and Math assessments will also be used to form next year's instructional needs. Attendance and behavioral data is also reviewed to provide students with various systems of supports to increase student achievement. All of these items help form and guide the School Improvement Plan and Professional Development provided to staff.</p> <p>Supporting documentation:</p> <ul style="list-style-type: none"> <li>- School demographic data (Enrollment, Free &amp; Reduced Lunch, Race/Ethnicity, Special Education, Native students)</li> <li>- Enrollment Population report (EL data, Languages spoken, Migrant status, Birth countries)</li> <li>- MAP Winter to Winter report</li> <li>- Professional Development - Supporting English Learners</li> <li>- Data Dig and Instructional Planning</li> <li>- Attendance Meetings</li> </ul>
<b>1.2</b>	<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>Forest Station gathered information from parents and community in a variety of ways. Before its opening, the school gathered feedback from families and met with the Principal in the community and at school in a variety of events such as having Popsicles with the Principal, establishing the OWL Parent-Family community (Parent Teacher Organization), and Coffee with the Principal . The goal of each event was to meet families and gather input for how to organize and improve our school community as a whole. Information was gathered and shared with staff and/or the leadership team to repeat for next year or improvements needed at Forest Station. Additionally, school representatives communicated needs and received feedback from families through newsletters and Classroom Dojo application.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"> <li>- Popsicles with the Principal</li> <li>- Forest Station Open House</li> <li>- Coffee with the Principal</li> <li>- OWL Community events</li> <li>- Newsletters</li> </ul>

- ClassDojo	
<b>1.3</b>	<i>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.</i>
<p>There are a variety of ongoing improvement efforts that support the School Improvement Plan. Bi-monthly grade level meetings, staff meetings, and team collaboration have been planned and implemented to support ongoing improvement efforts. During these meetings, we review data and planning to increase student growth and achievement. Additionally, during bi-monthly attendance meeting, the team met and implemented schoolwide goals and supports to increase student attendance at Forest Station.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"> <li>- Staff meeting professional development</li> <li>- Team Meeting, planning and data posters</li> <li>- Attendance Meeting agenda</li> <li>- MTSS-B professional development and collaboration</li> </ul>	

## 2. Schoolwide reform strategies

<b>2.1</b>	<i>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.</i>
<p>Students at-risk of not meeting academic standards have been given additional support through:</p> <ul style="list-style-type: none"> <li>- Attendance improvement plans. All student attendance data is continuously reviewed and tracked. For students who are missing more than 20 days, families are invited to attend a Attendance Improvement Planning Meeting. At this meeting, families and the appropriate staff meet to provide families with support and resources to increase student attendance.</li> <li>- Student Assistance Team meetings are held on students who are performing below grade level. These meetings help identify one or two specific interventions that can be implemented and monitored for success.</li> <li>- Tutoring is available for all students using the PAPER application. Before school tutoring is also available.</li> <li>- Collaboration with Completely Kids is ongoing to provide students with academic support throughout the year. Additionally, Completely Kids collaborates with our school to help provide enrichment activities like STEAM night and literacy opportunities.</li> <li>- Routine coaching using the ELEOT tool is provided to teachers by district and administrative staff to support teacher growth and provide student support. We aim at providing best instructional practices to best meet the needs of our students.</li> </ul> <p>Supporting documentation:</p> <ul style="list-style-type: none"> <li>- Attendance Improvement Plan</li> <li>- SAT Team notes</li> <li>- Completely Kids collaboration for STEM Night</li> <li>- Coaching schedule, ELEOT</li> </ul>	

### 3. High quality and ongoing professional development

<b>3.1</b>	<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>All instructional staff has been provided ongoing professional development to increase student achievement. This professional development is a blend of district-provided and building specific professional development based on student needs.</p> <p>The professional development is planned by the leadership team, and is modified throughout the year to meet the needs of students and staff. This year, with over half our students being current or former English Learners, Forest Station has dedicated a large percentage of our efforts towards serving the needs of our English Learners. We have provided professional development to increase our Multilingual Learner (ML) strategies in the classroom. In the end, the strategies and instruction that benefits our ML learners, benefits all learners.</p> <p>Grade level meetings are twice a month. During these meetings, our teams analyze student data, plan for instruction, and identify students who need academic and behavior supports.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"><li>- SIP Plan with PD calendar</li><li>- EL Professional Development, ELPA analysis</li><li>- GLM Agenda</li></ul>	

### 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>As a new school, a committee was formed to create the school-parent compact. Staff, teachers, and parents were a part of the committee. This compact was developed and agreed upon during a Forest Station Parent Coffee meeting. The compact is distributed to all families at the beginning of the year and families must sign off that they have reviewed the information and compact plan. The plan is available in English and Spanish and can be found in the student handbook and on the school website.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"><li>- Parent Compact</li><li>- Parent Coffee Presentation</li><li>- Bilingual School-Parent Compact</li></ul>	
<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>Parents were invited to contribute to the Title I Parent and Family Engagement policy in an ongoing fashion. One of those opportunities to contribute and provide input is during the Forest Station Parent Coffee meetings, held quarterly throughout the year. During these meetings, parents provided input to what was working, what needs improvement or change, and considerations for next year.</p> <p>Our annual meeting to review the Title I Parent and Family Engagement Policy was held during our Fall Parent Coffee meeting. The meeting was held bilingually in English and Spanish. Families were provided a working,</p>	

<p>bilingual draft of the copy, and each point was reviewed and changed or edited, based on parent feedback. The final copy was signed by families and uploaded to our school website.</p> <p>Supporting documentation:</p> <ul style="list-style-type: none"> <li>- Parent Coffee Presentation</li> <li>- Title I bilingual Compact</li> <li>- Parent Coffee</li> </ul>	
<b>4.3</b>	<p><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> <p>A parent meeting was held on Thursday, October 12th. During this meeting, parents reviewed the compact, policy and discussed what it means for our new school to be a Title I school. In addition, we have discussed our Title I status and commitments at PTO meetings, Open House, our newsletter, and more.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"> <li>- Parent Coffee Presentation (Oct.)</li> <li>- Newsletter (October)</li> <li>- Website</li> <li>- Meeting Sign-in</li> </ul>

## 5. Transition Plan

<b>5.1</b>	<p><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> <p>Kindergarten Round-Up is an annual event where families are invited to register with technology and language support. Additionally, they were encouraged to bring their incoming student to visit a kindergarten classroom and have their first experience of being a student at Forest Station.</p> <p>Supporting documentation:</p> <ul style="list-style-type: none"> <li>- Kindergarten Round-up Flier</li> <li>- Kindergarten Round-up planning agenda</li> </ul>
<b>5.2</b>	<p><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></p> <p>Forest Station has coordinated with surrounding/feeder middle schools to provide students and families with the opportunity to attend Open Houses at various middle schools to assist with the selection process. The school counselor is in ongoing communication with feeder middle school for additional opportunities and information for 5th graders transitioning to middle school. The school counselor has lesson plans prepared that address friendships, time management, decision making, lockers, and schedules.</p> <p>The counselor will also set-up middle school visits requested by families, provide middle school support with any transitioning documentation such as IEPs or 504s.</p>

Per the district, Academic Information Forms must be submitted online on Infinite Campus. This allows the teacher to provide input and recommend Reading or Math intervention classes in middle school for outgoing 5th graders.

Articulation Day is a professional development day that provides staff to work together to plan for upcoming school year transitions.

Supporting Documentation:

- Middle School Open House schedule
- School Counselor lesson plans for middle school transitioning
- Academic Information Form instructions
- Articulation Day per district calendar

## 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 students at Forest Station have a variety of opportunities to participate in extended learning beyond the school day. Students can continue learning during Completely Kids before and after school programming. Additionally, extended learning opportunities will be provided to students in the form of Family Nights. Our STEM night, Family Virtual Reading Night, and Night at the Forest will provide additional learning opportunities for our students. Finally, students have a variety of learning applications where they can access virtual tutoring, supplemental Math and Reading activities, and an online catalog to check out library books via the iPad.

Supporting documents:

- Completely Kids
- STEM Night
- Virtual Reading Night
- Family Night at Fontenelle Forest (planning email)
- Learning Apps available on student iPads
- Sora App for library books

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

**7.1**

*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.)*

- Tutoring and mentoring opportunities will be provided to students to build relationships and boost student achievement. Tutoring will be offered virtually in the first year of Forest Station's opening, allowing more students to participate.
- Paraprofessional staffing will provide a variety of academic and behavioral supports before, during, and after the school day.

- Forest Station has partnered with various community supports for our students which include UNO practicum students, TeamMates, host student teachers from various universities, and high school students.
- The traditional school day schedule will provide intervention time for students who need the academic support.
- Forest Station Elementary is a Next Level Learning site for the 2024 summer term. NLL at Forest Station will include students who need remedial support, students receiving ML and EL supports, and students performing below grade level in the areas of Reading and Math.
- Forest Station has two instructional coaches to support with Math interventions and Multilingual Interventions. Both support teachers by providing coaching, co-teaching, partnering, and planning opportunities. Additionally, both coaches provided students with any additional intervention needs, as necessary.

Supporting documentation:

- Paper Tutoring flier
- Paraprofessionals at FS
- Community partnerships
- Example of daily schedule
- Next Level Learning summer 2024
- Instructional coaches at Forest Station