**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*

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| District Name: | | | | Omaha Public Schools | | | | | | | | |
| County Dist. No.: | | | | 28-0001 | | | | | | | | |
| School Name: | | | | Adams Elementary School | | | | | | | | |
| County District School Number: | | | | 28-0001-055 | | | | | | | | |
| School Grade span: | | | | K-5 | | | | | | | | |
| 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: | | | | Mark Kelln | | | | | | | | |
| School Principal Email Address: | | | | mark.kelln@ops.org | | | | | | | | |
| School Mailing Address: | | | | 3420 N. 78th Street  Omaha, NE 68134 | | | | | | | | |
| School Phone Number: | | | | (531) 299-1000 | | | | | | | | |
| Additional Authorized Contact Person (Optional): | | | | Krissy Westphal | | | | | | | | |
| Email of Additional Contact Person: | | | | Kristina.westphal@ops.org | | | | | | | | |
| Superintendent Name: | | | | Cheryl Logan | | | | | | | | |
| Superintendent Email Address: | | | | cheryl.logan@ops.org | | | | | | | | |
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| Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public. | | | | | | | | | | | | Yes  No |
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| Names of Planning Team  *(include staff, parents & at least one student if Secondary School)* | | | | | | | Titles of those on Planning Team | | | | | |
| Mari Kovar  Mark Kelln  Krissy Westphal  Gretchen Brown  Sadie Sidyik | | | | | | | Parent  Administrator  Instuctional Facilitator  Math Coach  Teacher | | | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | | | | |
| Enrollment: 288 | Average Class Size: 21 | | | | | Number of Certified Instruction Staff: 24 | | | | | | |
| Race and Ethnicity Percentages | | | | | | | | | | | | |
| White: 41 % | | | Hispanic: 16 % | | | | | | | Asian: 3 % | | |
| Black/African American: 32 % | | | | | American Indian/Alaskan Native: 0.5 % | | | | | | | |
| Native Hawaiian or Other Pacific Islander: 0 % | | | | | | | | | Two or More Races: 8 % | | | |
| Other Demographics Percentages *(may be found on NEP* <https://nep.education.ne.gov/>*)* | | | | | | | | | | | | |
| Poverty: 78.5 % | | English Learner: 10.5 % | | | | | | | | | Mobility: 15 % | |

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| Assessments used in the Comprehensive Needs Assessment  (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
| NSCAS | MAP |
| ELPA |  |
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*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**

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| **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 instruction. Provide supporting documentation in the corresponding folder.* |
| The Needs Assessment was completed by the principal, Instructional facilitator, math coach, and first grade teacher. The selection of the final goals and strategies were made by the team to align with the goals of the CSI plan. This team reviewed the Needs Assessment results, NSCAS (data book page 41-51), MAP (data book page 19-40, MAP Data Dig), attendance (data book page 3, attendance dashboard), referral (behavior dashboard), and climate data (data book page 9-10) , along with reviewing John Hattie’s meta-analysis work prior to selecting the strategies. We also used the results of common assessments in math to inform our goals and strategies (Math Common Assessment Data Collection). Significant disparities in MAP growth and on the common assessments between teachers illustrates the need to remain focused on key high-probability strategies and math and reading. Planning ws done collaboratively in the summer with a variety of teachers at all grade levels (see Collaborative Planning and Roster). | |
| **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.* |
| A climate survey is administered each year. See page 9-10 of data book. Principal coffees and PTA meetings are also formal opporunties for the gathering of information about needs from parents. (See flyer and agena) | |
| **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.* |
| Each year we begin the process of writing our School Improvement Plan by analyzing our school data. This past year this process was conducted beginning in the spring with the writing of our CSI plan. (see Adams CSI Application). This included a dive into guided reading levels, MAP, NSCAS, attendance, referral and climate survey data as described in 1.1. As we look at the data, particular attention is paid to where patterns and trends have emerged. We then utilize the John Hatties Visible Learning and the OPS Best Practices Handbook and Academic Action Plan to identify strategies to promote growth in these areas. The centerpiece of our improvement efforts was high qualtiy formative assessment in the form of common assessments and checks for understanding. Common assessments and the resulting data were systematically analyzed every other week at grade level meetings (See Common Assessment and Planning Schema, Common Assessment Math 4th, and Grade Level Meetings September 19 2019). Checks for understanding followed by specific feedback was the focus of all staff meeting PD opportunities (See 4 Checks for Understanding images). The use of checks for understanding was then measured as part of on-going fidelity checks in math (see math fidelity checks). | |

**2. Schoolwide reform strategies**

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| **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.* |
| There are a variety of strategies that are currently in use and that will be implemented next year to address the needs of our students. We are currently piloting Tier 2 MTSS-B structures with a small group of students (See CICO data). This will expand next year. SAT meetings are held weekly to identify interventions to help stuggling students. MAP data is used at all grade levels along with the learning continuum to align instruction with student need (see MAP Math FallData Dig). Common assessments are created and utilized in math. These assessments are used to backwards map for effective instruction as well as identify gaps in skills and understanding (see Analyzing Student Work and Anyalyzing Student work Part 2). Data related to these assessments is collected and analyzed every two weeks. The Best Instructional Practices Handbook is used regularly during coaching visits to highlight high-quality instructional strategies. A MTSS-A Tier 1 fidelity check was completed to determine the level of fidelity in key instructional areas (See MTSS-A Fidelity check). | |

**3. Qualifications of instructional paraprofessionals**

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| **3.1** | *Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.* |
| All paraprofessionals at Adams have received training with the Best Instructional Practices Handbook. Monthly paraproffesional meetings are held to ensure that all staff members are prepared to support the School Improvement plan.  See letter from Human Resources.  Support staff Meeting Agenda  Best Instructional Practices Handbook | |

**4. High quality and ongoing professional development**

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| **4.1** | *Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.* |
| Professional development begins with our CSI plan. This year a main focus was on Formative Assessments and feedback. We used "Checking for Understanding" by Douglas Fisher and Nancy Frey and "How to Give Effective Feedback to Your Students" by Susan Brookhart as our sources. This professional development was provided in staff meetings, grade level meetings, and through coacing.  MTSS-B professional development is occuring through training provided to our MTSS-B leadership team and at staff meetings. Optional trainings in checking for understanding, data analysis, common assessment, and the crisis cycle were offered and highly-attended throughout the year. Learning Lab Teaching studies were held throughout the year to allow teachers opporutunities to observe other teachers and reflect on the best practices they observed (see Teaching Studies and Learning Cohorts). Coaching was conducted throughout the year to provide job-embedded feedback to teachers around checks for understanding and other areas of PD focus (see coaching schedule) | |

**5. Strategies to increase parental and family engagement**

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| **5.1** | *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 will have opportunities at PTA meetings and principal coffees will have opportunities to contribute feedback concerning the compact. The compact is distributed in the Student Handbook in the Fall. See Page 11 of Student and Famly Handbook) | |
| **5.2** | *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.* |
| The Parent and Family Engagment Policy was developed with input from parents at a PTA meeting. (See page 10 of Student and Family Handbook) | |
| **5.3** | *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.* |
| Our annual meeting is held each year at Open House in September. Next year's annual Title I parent meeting will be at Open house in September of 2021. | |

**6. Transition Plan**

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| **6.1** | *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). Provide supporting documentation in the corresponding folder.* |
| Kindergarten round up is held each year in January. During this time parents are given information by the principal about curiculum, instruction, and assessment. The nurse, counselor, and secretary all give valuable information as well (see Kindergarten Round Up). Students spend time in the classrooms working on a literacy project with the kindergarten teachers and paras. New kindergarten students are invited for a half-day session before the official start of school to help with practicing procedures. (See Jump Start Days flyer). New student induction meetings are held throughout the year with the principal and new families (see "New Student Induction Summary") | |
| **6.2** | *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). Provide supporting documentation in the corresponding folder.* |
| In the spring conferences, all 5th graders are invited to participate in the Elementary to Middle school summer transition program (see "middle school transition programs". Counselors from the middle schools come to Adams to meet with incoming students, answer their questions, and register them for classes. (See "Elem to Mid Schl") | |

**7. Strategies to address areas of need**

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| **7.1** | *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.* |
| Adams elementary provides tutoring for students in grades 2-5 twice a week for reading and math. (see Tutoring Nomination Form)  Summer School is avialable for identified students in grades k-4. (see Summer School Registrations and Nomination form, see Summer School Instructional Framework) | |

**8. Coordination & integration of Federal, State and local services & programs**

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| **8.1** | *Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.* |
| Title 1 funds will be utilized to Increase student contact time for para-professionals. A full-time Instructional Facilitator will be hired. A part time reading inverventionist will be hired to provide LLI instruction to students reading below grade level. After school tutoring activities are offered as wll. Adams partners with DIBS to provide take-home books to every student every night at their independent reading level. | |