

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:		Adams Elementary
County District School Number:		28-0001-055
Building Grade Span Served with Title I-A Funds:		K-5
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>		<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, SEL__
School Principal Name:		Meagan M. Bakhit
School Principal Email Address:		meagan.bakhit@ops.org
School Mailing Address:		3420 N 78th St. Omaha, NE 68134
School Phone Number:		531-299-1000
Additional Authorized Contact Person (Optional):		
Email of Additional Contact Person:		
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
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 if Secondary School</i>)	<u>Titles of those on Planning Team</u>
Erin Harriman Meagan Bakhit Laura Zobel Jenna Carstensen Aliyah Lasky Krissy Westphal Sadie Sidzyik Sara Humphrey Abbey Leinen Jana Ammon Whitney Boyd Heather Zellner Andrea O'Donnell Marni Driessen	<u>Parent Administrator</u> Health Aide Childrens Literacy Initiative Lead Teacher Guidance Counselor Kindergarten 1st Grade 3rd Grade 4th Grade 5th Grade ACP Special Education Resource Teacher Para Educator Curriculum and Instruction Supervisor

School Information (As of the last Friday in September)		
Enrollment: 260	Average Class Size: 22	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 37.4 %	Hispanic: 15.7 %	Asian: 3.9 %
Black/African American: 25.2 %	American Indian/Alaskan Native: 1.6 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 16.1 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 70.9 %	English Learner: 11 %	Mobility: 5.49% %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS- R, M, SC, Alternate	Climate Surveys
MAP	Behavioral Referrals
In-View	Attendance Dashboard
ELPA-21	CLI Assessements

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	<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>Adams Elementary School conducted a comprehensive needs assessment of the entire school to identify the needs of all students, particularly those who are failing. This assessment involved teachers, staff, parents, and community members reviewing district and school disaggregated data from multiple data sources and reflecting the Adams Elementary school improvement plan. The comprehensive needs assessment involved looking at district and building data in the following capacities:</p> <ol style="list-style-type: none">1) used multiple data sources that addressed academics as well as behavior/mental health and attendance2) included multiple data sources that were disaggregated by gender, ethnicity, free and reduced lunch status as well as participation in special programs (i.e. High Ability Learner, special education, MTSS, and summer school)3) was supported by staff training4) was part of a systematic continuous improvement and data analysis process and ensures that5) data is used to modify instruction. <p>1. Assessment Data Sources</p> <p>Academic: Academic data sources were selected that provided a balanced and triangulated look at student achievement related to the Adams School Improvement Plan. These include NSCAS, NWEA, and formative assessments. All are highly rated assessments that were selected in a thorough review process. Growth, percentage average/meeting expectations, and general scale score trends were all reviewed and disaggregated when possible. HMM Curriculum Reading assessments and Success Maker math assessments are also used for screening and for progress monitoring.</p> <p>Additional academic data sources included:</p> <ul style="list-style-type: none">• The Nebraska Education Profile (NEP) was used to look at how Adams students compared with students in Nebraska.• The academic interventions provided and the number in each intervention• Curriculum Common Assessments• ELPA21• Amira/Lexia <p>Behavior: Behavior data sources were viewed on the Tableau Behavior dashboard. Monthly MTSS-B Team meetings were held to disaggregate the data and identify needs.</p>	

1.2	<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>Parent/community input was gathered that identified the needs of the school through three or more activities.</p> <p>Activity 1: Input Surveys are provided three times throughout the year at the school level and once a year at the district level. The school-level surveys are distributed via Seesaw school communications, emails, texts as well as QR codes during parent-teacher conferences. A live link is also provided in all school communications monthly. The district year-end climate survey is used as a summative evaluation of the school.</p> <p>Activity 2: PTO Meetings are held the first Tuesday of every month. All parents and community members are welcome to voice their opinions and hear from school staff. Evidence Folder includes an example of one PTO meeting invitation and one opportunity to get involved with the PTO.</p> <p>Activity 3: Family Engagement Nights are held once a semester. The fall semester event was a fall carnival with family engagement activities centered around math and fun learning activities. The spring semester event was an author visit from Julia Cook.</p> <p>Activity 4: One Book-One School occurred twice during the school-year. Families were provided a book that the school had read as a Read-Aloud. The families participated that night in a read-aloud at home and shared pictures of their involvement on social media. The books chosen went with the school theme, "Keep Calm and CRAYON." Semester 1's book choice was "The Day the Crayons Quit." Semester 2's book choice was "The Day the Crayons Came Home."</p> <p>Activity 5: Interactive Math Night occurred in September. Families played math games that involved cards and dice. Students, staff, and families worked on math skills and fact fluency through September.</p> <p>Activity 6: Grandparents breakfast allowed families to bring in loved ones to have open dialogue with Adams staff members. The largest turnout in Adams Grandparents' Breakfast history provided an inclusive celebration with students, families, and staff.</p>
1.3	<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>The continuous School Improvement Plan clearly identifies on-going improvement efforts, identified strategies, resources, and interventions to meet the school's goals and students needs.</p> <p>SIP Goal Reading: Increase the number of Adams Archers reading on grade level by 4% from the previous year (49.5%)</p> <p>A. Ongoing Efforts- Strategies and Resources for all students:</p> <ol style="list-style-type: none"> Effective small group reading instruction Repeated Reading Protocol Teacher professional development on Kagan engagement, HMH Reading, ELA instructional shifts, guided reading, and academic conversations Individualized and Small Group Academic Support for at-risk students

- e. Lexia
- f. Reading Buddies
- g. Amira
- h. iRead
- i. Effective implementation of the core curriculum
- j. Specific instruction focused on Nebraska Career and College Ready Standards
- k. Differentiated instruction during guided reading groups and other small groups
- l. SeeSaw
- m. Children's Literacy Initiative Delta Guide
- n. Opportunity Myth Study
- o. Goal Setting
- p. Text Dependant Analysis (Close Reading)

B. Ongoing Efforts- High quality and Approved Interventions and Resources:

- a. Phonics Mastery Guides
- b. Corrective Reading
- c. Leveled Literacy Intervention
- d. Student Assistance Team meetings

SIP Goal Math: Increase the number of Adams Archers performing on grade level in Math by 3% from the previous year (47%).

A. Ongoing Efforts- Strategies and Resources for all students:

- a. Structured implementation of basic facts strategies
- b. Structured math block
- c. Teacher professional development on whole group math engagement, district look-fors
- d. Individualized and Small Group Academic Support for at risk students
- e. Effective implementation of the core curriculum
- f. Specific instruction focused on Nebraska Career and College Ready Standards
- g. Differentiated instruction
- h. Success Maker
- i. Concrete/pictorial/abstract (CPA) model
- j. Opportunity Myth Study
- k. Goal Setting

B. Ongoing Efforts- High quality and Approved Interventions and Resources:

- a. RTI
- b. Concrete/Pictorial Instruction
- c. Savaas Differentiated Instruction
- d. Student Assistance Team Meetings

SIP Behavior Focus:

A. Ongoing Efforts- Tier I Strategies and Resources:

- a. District and building training on Trauma Informed Classrooms
- b. Full implemetation of school-wide MTSS-B Tier 1 Expectations
- c. MTSS-B Tiered Fidelity Inventory
- d. School-wide behavior matrix
- e. School-wide behavior expection posters (all settings)
- f. School-wide behavior expectation lesson plans
- g. Class Meeting (Children's Literacy Initiative guidelines)
- h. School-wide SEL Lessons

- i. Monthly MTSS-B Tier I team meetings
- j. Review of Behavior Dashboard/Behavior Referrals
- k. Full implementation of "Rest and Reset" zones in all classrooms
- l. Office of Diversity and Equity staff presentation on implicit bias
- m. Implementation of Zones of Regulation
- n. Initial onboarding of RULER SEL approach with staff

B. Ongoing Efforts- Tier 2 and Tier 3 Strategies and Resources:

- a. Check in/Check out referral process
- b. Connections Over Compliance Book Study
- c. Student Assistance Team meetings
- d. School counselor small group instruction
- e. One-on-one counselor instruction
- f. Outside services referrals
- g. Monthly MTSS-B Tier 2 meetings

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.

The Adams Elementary schoolwide plan includes strategies to address the needs of all children in the school, but particularly those at risk of not meeting the challenging state academic standards which may include counseling, student services, mentoring, and professional development. The plan addresses how the school regularly monitors and reviews the plan based on student needs.

1. Strategies to address the needs of all students as they meet challenging state standards

A. Many of the strategies used to address the needs of all students are ongoing and described in the 1.3. They include:

- a. Reading ongoing strategies for all students (see 1.3)
- b. Math ongoing strategies for all students (see 1.3)
- c. Behavior ongoing strategies for all students (see 1.3)

B. It is known that students must be physically and emotionally safe and healthy in order to learn to the best of their abilities. Thus, Adams Elementary uses includes strategies for addressing emotional issues in the Title I plan in order to help students meet state standards. These are used for all students, but the data suggests that students at risk of not meeting standards generally use these strategies more often. They include:

- a. Providing small group counseling services
- b. Mentoring Programs (Teammates in grades 3 and 5 and informal staff mentors)
- c. Having a school counselor in the building working directly with families in need and collaborating with the community to meet those needs.
- d. Providing a behavior system that helps students understand and deal with emotions (MTSS-B, RULER SEL approach and the Zones of Regulation).
- e. Adams is in need of a social worker to better align home services with students and families

C. Individualized strategies focused on physical needs. These are used for all students, but the data

suggests that students at risk of not meeting standards generally use these strategies more often. They include:

- a. Free breakfast and lunch program
- b. Providing shoes and clothing for students
- c. Arranging for dental services for students
- d. Helping individual families meet situational and long-term needs using Sherwood Funds
- e. Providing vision and hearing screenings to all students

D. Strategies that help students prepare to be college and career ready include:

- a. Career and Job Fair
- b. Bringing in career speakers (Army, HDR)
- c. Goal Setting with careers and interests in mind

E. Strategies that challenge student learning in varied situations

- a. Providing field trips that provide a broad understanding of careers and the world around them.
- b. Engaging field experience videos tied to HMH Into Reading curriculum
- c. Providing a sensory room for times when student needs more sensory input

F. Strategies for building on student interests and strengths

- a. Weekly music, art, and library instruction
- b. A High Ability Learner program
- c. Robotics Club
- d. PlayDays sports clubs (basketball, volleyball, soccer, football)
- e. Next Steps: Enrichment clubs, purposeful play throughout primary

G. Training that supports teacher understanding of state standards and equity

- a. Weekly newsletter with professional focus
- b. Training on using the NSCAS ALDs and NWEA data to target small and large group learning needs.
- c. Curriculum work on essentials, Nebraska CCR standards, and instructional practice shifts/best practices.
- d. Training related to developing Trauma Informed Classrooms.
- e. Equity workshop with our department of Equity and Diversity

2. Strategies to address the needs of students at risk as they meet challenging state standards

A. Many of the strategies used to address the needs of students at risk of not meeting state standards are ongoing and described in the 1.3. They include:

- a. Reading ongoing interventions (see 1.3)
- b. Math ongoing interventions (see 1.3)
- c. Behavior ongoing interventions (see 1.3)

B. Strategies that are available for all students but are typically needed the most by at-risk students include:

- a. Providing small group counseling services
- b. Mentoring Programs (Teammates in grades 3 and 4 and a schoolwide mentoring program)
- d. Providing shoes and clothing items for students
- e. Arranging for dental services for students
- f. Helping individual families meet situational and long-term needs through Sherwood Funds
- g. Having a school guidance counselor in the building working directly with families in need and collaborating with the community to meet those needs.

- C. A high-quality special education program. The program includes:
 - a. Three fulltime special education teachers who work with all teachers to support student learning.
 - b. Four highly qualified paraprofessionals
 - c. Music Therapy program
 - d. ACP (Alternative Curriculum Program)
- D. Summer School
 - a. Omaha Publics Schools summer school serves:
 - i. Students below the 20th percentile on MAP or who are recommended by teachers to attend; if there is room in the program, students below the 30th percentile are invited.
 - ii. All English Learner students
 - b. summer school will span 25 days in June and July
 - c. The summer school program provides targeted instruction for students based on an Individual Learning Plan created by the teacher of each student.
 - d. Afternoons provided opportunities for enrichment and extension focusing on STEM
 - e. Highly-focused math and reading instruction

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.

Adams Elementary school participates in ongoing professional development and other activities to improve teachers, paraprofessionals and other school personnel effectiveness and use data to guide instruction, especially targeted to those subgroups of students at risk of failing to meet challenging State academic standards.

Adams Elementary provides for the professional development of staff and parents/guardians. Adams understands the important role a teacher evaluation system and curriculum work play in teacher growth and structures these activities to support teacher learning. 100% of the building level professional development provided to the Adams teachers aligned to the school improvement goals.

Evidence Folder Highlights

- * Professional Development Plan
- * Adams PD Calendar
- * Parent and staff training evidence in Folder 1.3

1. Plan- High Quality Professional Development Model

The Adams Professional Development Plan is based on the following beliefs.

- A. Effective Professional Learning for Improving Teachers, paraprofessionals, and others:
 - a. Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
 - b. Requires prioritizing, monitoring, and coordinating resources for educator learning.
 - c. Integrates theories, research, and models of human learning to achieve its intended outcomes.
 - d. Applies research on change and sustains support for implementation of professional learning for long- term change.
 - e. Aligns its outcomes with educator performance and student curriculum standards.
 - f. Supports change in knowledge, skills, dispositions, and practice.

- g. Includes active engagement, feedback, ongoing support, and formative and summative assessment. Active learning processes include discussion and dialogue, writing, demonstrations, inquiry, reflection, meta-cognition, co-construction of knowledge, practice with feedback, coaching, modeling, and problem solving.
- h. Actively engages educators in the construction of meaning and their learning, thus increasing commitment to its success, and authentic applications of learning.

B. Proven Effective Strategies used in the Adams PD Model with teachers, paraprofessionals, and other stakeholders is focused on effective strategies selected to impact student performance. Any strategy that is selected has a high effect size as determined by Marzano or John Hattie.

Professional Development

- a. PD in General – Effect on Teacher Actions =.60
- b. PD in General- Effect on Student Outcomes =.66
- c. Teacher Reflection ES=.64
- d. Professional and Academic Goals: Specific and Challenging Goals vs. do your best: ES= .56 Hattie: What Works Best in PD Overall ES=.62
- e. Over extended period of time
- f. Involvement of external experts (District professionals, professional text studies)
- g. Active engagement
- h. Challenged prevailing assumptions about teaching and learning
- i. Teachers talking to teachers
- j. School leadership supported opportunities to learn

Student Engagement

- a. Kagan cooperative learning .59
- b. Reciprocal teaching .74
- c. Working with clear learning targets .5
- d. Rehearsing using spaced vs. massed practice .71
- e. Formative assessment used to adjust teaching .9

Teacher Clarity .75

- a. Clarity in learning through chunking the contents, modeling, and providing exemplar
- b. Defined and clear professional development
- c. Focused school improvement efforts

2. Plan- Related to School Improvement Goals

District Strategic Priorities-*Evidenced in folder 3.1

Adams School Improvement : Improve reading and math instruction by implementing effective Tier I instruction with engagement strategies and multiple checks for understanding, improving systematic MTSS-B school-wide behavior model, and implementing an SEL school-wide curriculum to improve skills aligned with CASEL social skills.

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>Adams Elementary is dedicated to making sure learning is a partnership. This compact is distributed to all families and meets all requirements. A copy of the current parent compact is included for review. Paper copies of these compacts are kept in a file located in the elementary office. Parents have access to the compact in the handbook, online, and during the registration process.</p> <ol style="list-style-type: none"> 1. Jointly developed <ol style="list-style-type: none"> A. The current compact has been reviewed and revised each year at the annual Title I meeting. Parents/guardians and community members have suggested small changes. All updates were completed to meet Federal requirements. 2. Distribution <ol style="list-style-type: none"> A. The parent compact is included in the Adams Handbook. When parents register, they are prompted to read the compact. B. During the annual registration process, parents/guardians need to click a box in order to indicate that they have seen and signed the compact. The compact is there for easy review. C. The Title I Compact has been posted on the school website since the beginning of the year. It is the first document on the website. D. Next Steps: Continue to gather input and see if the compact needs to be updated/redone. 3. How Reviewed and Updated in Annual Title I Meeting <ol style="list-style-type: none"> A. A review of the compact is completed each year and input is requested. <ol style="list-style-type: none"> a. A copy of the compact is handed out. b. The elements are reviewed and explained. Questions are answered. c. Annual Meeting attendees are asked for feedback and suggestions. d. Any suggestions or feedback is recorded and taken to the Title Committee. <p>If parents/guardians are unable to attend the meeting, additional feedback is requested via survey</p> B. The official Title I Meeting is held in the fall each year. The compact review and other required elements are on the agenda. C. The Title I Committee updates the compact in the fall of each year
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>
	<p>In General the written District parent and family engagement policy has been developed jointly with, updated periodically, and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.</p> <p>Adams Elementary School has a Board of Education approved Parent Involvement Policy. Parents are involved in reviewing the policy and the policy.</p> <p>Evidence Folder Highlights</p> <ul style="list-style-type: none"> * Board Policy 6113 * Supplemental Engagement Policy <ul style="list-style-type: none"> • Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- 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.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs that encourage and support parents in more fully participating in the education of their children.

Parent Right To Know Clause At the beginning of the school year, any District that accepts Title I, Part A funding must notify parents. Title I planning is provided on the school website.

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.

Adams Elementary School consistently has the Annual Title I meeting and provides multiple other parent and family engagement activities throughout the year.

Evidence Folder Highlights

- * Title I plan review
- * Annual Meeting Sign in Sheet
- * Title I Plan feedback
- * Multiple announcements of family engagement events

1. Annual Meeting

- A. The Annual Meeting date was February 7, 2023. The meeting was held during a PTA meeting. restrictions. Attendance was documented on a sign-in sheet.
 - a. The meeting was advertised.
 - b. There was a formal agenda that addressed all issues.
 - c. Feedback was gathered and implemented for future plan

2. Family Engagement Activities

Adams Elementary School staff and educators have worked hard to schedule parent and family engagement activities that accommodate family needs.

A. 2022-2023 Family Engagement Activities

- a. Open House: August 9, 5:30- 6:30 pm, snacks provided
- b. Title I Meeting: February 7, 2023
- c. Grandparents Breakfast
- d. Boosterthon Fun Run March 10th
- e. Winter music concerts: December 10:00 and 3:00
- f. Virtual Math Night: February- free numeracy activities
- h. Kindergarten Round Up: January 2:00 - 3:00pm
- k. Career Day April 2023
- l. One School, One Book- The Day the Crayons Quit and The Day the Crayons Came-Dewalt
- m. Author Visit- March 23rd (during school day and evening)

B. Commonly used Family Engagement Activities

The elementary building will hold a series of family activities designed to improve the SEL and literacy and mathematics skills of students and to provide parents with strategies to help their child(ren). When appropriate and based on parent input, activities are varied over the years. These are some of parent/family engagement activities that have taken place recently at Adams Elementary:

Implemented Activities and Times:

Note: Not all of these activities are offered each year. This is a list of activities that have been offered and are still being considered appropriate to offer.

- One School, One Book
- Book Fair (Grandparent Event, Family Event, Reading Challenges; Time: in the evening)
- Read Across America
- Parent Teacher Conferences (Time: Evenings and during day, teachers work with families to select the best time)
- Music programs
- Kindergarten Roundup
- Breakfast and Books
- Math Game Day/Night (Time: mornings/evenings)
- Reading Curriculum Day/Night (Time: mornings/evenings)
- Current Curriculum Connections (teacher newsletters, Time: sent out to be read at home on their own schedule, Archers Articles)
- Guest readers from parent/community groups (Time: during the day)

Community/Parent Engagement Events

- State Patrol Dept. Presentation (Time: School day)
- Omaha Fire Presentation (Time: school day)
- Army/Guard presentation
- Creighton Dentistry Education/Screenings (Time: school day)
- 100th Day activities (Time: school day)
- Husker Motivational Speakers
- Alexander Houston-History of Hip Hop

3. Communication between teachers and parents

Evidence Highlights

* Multiple folders have copies of facebook posts,

Infinite Campus messages, flyers, etc. for communicating with parents.

Ongoing basis

A. These communication strategies take place on an on-going basis

- a. Facebook posts
- b. Twitter posts (at school and district levels)
- c. Classroom newsletters
- d. Blackboard announcements
- e. Flyers sent home in backpack
- f. Personal phone calls for compliments and concerns
- g. Parent teacher conferences
- h. Parent Resources – School website
- i. Curriculum and Instruction- District webpages
- k. Seesaw
- l. Customer Service model

B. Translation provided as needed

- a. The district has hired staff members and phone services that help with translation services
- b. The district hires a translator to be available at Open House and Conferences
- c. Emergency announcements are translated and sent out immediately. When appropriate, the translator calls the families directly.
- d. Teachers use a translation app to communicate with parents/families when needed
- e. District and school websites and social media can be translated into different languages.

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).

The Adams transition plan for incoming students includes three or more varied activities for students, parents, and school personnel to support, coordinate and integrate services.

- Student-to-School
- Family-to-School
- School-to-School
- Student Readiness
- Special education notifications

The plan is reviewed annually. Next Steps Suggested in the Title I Committee Meeting:

- New students are provided a classroom guide. Guides are trained by PAC facilitator.
- Teachers are informed in timely and systematic way
- Families are taken to meet principal

Evidence Folder Highlights

- * Kindergarten Round Up
- * New Adams families folders

Pre-School to Kindergarten

School to Community Connections

- Identifying Kindergartners
- The District and local agencies and organizations advertise Kindergarten Round-Up
- Advertisements for Kindergarten Round-Up are posted in CassGram and on social media

Next Steps:

- Invite community social service groups to share information about their organizations with parents during orientation events
- Develop relationships with local child care providers.
- Advertise more thoroughly in nearby locations visited by families.

Student-to-School

Information Exchange:

- Teachers discuss Kindergarten in class.
- Parents are provided with Kindergarten Round-Up dates and times.
- Kindergarten Round-Up folders are provided to parents attending the event and parents who were unable to attend.

Orientation to School:

- Students visit the school during Kindergarten Round-Up. They see the room and interact with the teacher.
- Before the full program starts, an additional visit is scheduled in April for more activities
- A Meet the Teacher night is held before school starts. Students and their families visit their classrooms and meet their assigned teachers.
- The first day of school, Kindergarten teachers take their students on a tour of the elementary school.
- Families are always welcome in the school and classroom visits are encouraged

Peer Relationships and Teacher Relationships:

- Future Kindergartners will meet with their peers during Kindergarten Round-Up, and Meet the Teacher night.
- The teachers use Kagan Team Building and Class Building structures at the beginning of each year to develop peer and teacher relationships.
- Each classroom has a Buddy classroom.

Family-to-School

Communication and Teacher Relationships with Parents

- Teachers also reach out and make contact with the parents of students in their room.
- Teachers send home letters about their class rules, processes, etc. once school starts.
- Kindergarten teachers send home regular newsletters.

Outreach:

- Principals and staff reach out to future parents using Blackboard, Seesaw, Facebook, and Twitter.
- The Parent Handbook and Addendum have important information for families.
- Parents have access to the district Parent Resources and Curriculum and Instruction websites.
- Parents have access to building websites.
- The principal sends out a monthly newsletter.

Information:

- During registration, the relevant information is collected.
- The school support staff will contact families that are in need of support.

Networking:

- Parents are invited to be part of PTA.
- Next Steps- a directory for Kindergarten parents

Note: Events such as Breakfast and Books, The Boosterthon, and so forth, can provide opportunities for networking.

School-to-School

Joint Professional Development:

- Teachers have access to all the district professional development.

Intentional Sharing

- In April of each year, administrators and teachers meet to discuss student needs and placements during articulation day.

Curriculum Alignment and Awareness:

- Adams uses the district-approved guaranteed and viable curriculum
- Adams uses the state NE CCR standards and HMH Into Reading and Savvas Math curriculum resources.
- All new teachers in OPS are given an overview of state standards and district K-12 procedures.
- All OPS new teachers are provided an overview through COMPS training
- Alignment is achieved through discussion and understanding.

Student Data:

- Student data is shared at the end of the school year. Any early childhood or preschool information is shared with teachers through Infinite Campus
- Adams has access to a data folder with all the beginning of the year Kindergarten NWEA data.

Student Readiness:

- The district MTSS process is used to ensure readiness for Kindergarten.

Transfers (including ELs)

School to Community Connections

Identifying Potential Students

Next Steps:

- Invite community social service groups to share information about their organizations with parents during orientation events
- Develop relationships with local child care providers, if appropriate.
- Advertise more thoroughly in areas frequented by families

Student-to-School

Information Exchange:

- Office Staff members provide information to the families about the school.
- A Parent Handbook and information folder are shared with the families.
- EL Families are provided an EL contact from the district
- Welcome to the Classroom letters are sent out by staff to incoming students.

Orientation to School:

- When students register, they are given a tour of the school.
- If students transfer in at the beginning of the school year, they can attend a Meet the Teacher event that is held prior to the start of school. During this event, students and their families visit their classrooms and meet their assigned teachers.
- On their first day of school, new students are buddied up with a student in their classroom.
- Teachers ensure that the new student is aware of all bathrooms, lunchroom, and other relevant procedures.
- Families are always welcome in the school and classroom visits are encouraged
- EL families are introduced to the interpreters
- An interpreter can be requested for tours of the school.

Next step: Providing the classroom buddies with training and resources.

Teacher Relationships:

- If students transfer in at the beginning of the school year, they will meet their teacher at Meet the Teacher night. For EL students, the EL teacher will meet them and a translator can be contacted.
- Students who transfer in after school starts are taken to their classroom by an administrator or the school counselor. They are introduced to their teacher at that time.
- When possible, the new student should be briefly introduced to his/her teacher before the first day of school.
- All teachers have access to EL resources and know to contact the EL teacher if they get a student who does not speak English.
- EL students will be introduced to their EL teacher and their classroom teacher. They will meet the teacher before the first day of EL classes.

Peer Relationships

- The teachers use cooperative learning structures at the beginning of each year to develop peer and teacher relationships.
- Structured morning meetings develop peer relationships.
- Each classroom uses a Buddy classroom as needed.
- When possible, the new student should be briefly introduced to his/her class before the first day of school.

Family-to-School

Teacher Relationships with Parents:

Communication with a parent supports teacher-student relationships:

- Teachers reach out and make contact with the parents of students in their room.
- Teachers send home letters about their class rules, processes, etc. once school starts.
- EL Students- Teachers can use Microsoft Translator app to translate important classroom information
- Teachers can request to get any letter translated.
- The principal sends out a monthly newsletter.

Outreach:

- Principals and staff reach out to parents using Infinite Campus, Facebook, Twitter, Blackboard and Seesaw.
- The Parent Handbook has important information for families.
- Parents have access to the district Parent Resources and Curriculum and Instruction websites.
- Parents have access to building websites.
- The district website can be translated into multiple languages.

Information:

- During registration, the relevant information is collected.
- The school support liaison will contact families that are in need of support.

- For EL families, the District EL Department can provide relevant information on families who are eligible for support from that program.

Networking:

- Parents are invited to be part of PTA.
- EL families will be invited to attend events early so they can network with each other. A translator may be provided if appropriate.

Note: Events such as Breakfast and Books, The Boosterthon, and so forth, can provide opportunities for networking.

School-to-School

Curriculum Alignment and Awareness:

- All Nebraska schools are required to meet the NE-CCR Standards.
- If a student transfers in from another state, the NWEA Map test will be used to identify any holes in his/her understanding of state standards as much as possible.
- The MTSS process will be used to identify and address areas of student need.
- For EL students, the EL Program Director will find out about the student's educational experience and let the teacher know if there is appropriate alignment.

Student Data:

- School records are requested from the student's previous school. Those records include state testing data, special education placements.
- Office staff, principals, and the District placement office work to get any relevant data from in or out-of-state districts.
- The EL Department will make sure to get the Home Language Survey, screening data, and past English language assessment data from other districts and share it with the teachers.
- Staff communicates between schools as appropriate.
- All relevant assessment, report card, etc. data is requested from the previous school.
- For new EL students, the EL teacher will administer the EL screener and provide data with parents and teachers. If appropriate, the student is placed in the EL program and an English Learning Plan is developed and approved. The EL teacher will also monitor all EL student data and progress.

Student Readiness:

- The district MTSS process is used to ensure readiness for their current placement and next year's placement.

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).

OPS has a comprehensive transition plan that is aligned with AQuESTT tenets. The plan articulates transition support for students entering the district is provided for the following groups:

Evidence Folder Highlights

*

The school has a comprehensive plan that addresses the following areas of support:

- School-to-Community
- Student-to-School
- Family-to-School
- School-to-School
- Student Readiness

Transition Components

From Fifth Grade to Middle School

School to Community Connections

Identifying Potential Students

Student-to-School

Information Exchange:

- Office Staff members provide information to the families about middle school.
- Middle school options are provided.
- Welcome to the Classroom letters are sent out by staff to incoming students.

Orientation to School:

- June of each school year, students are invited to visit the middle school.
- OPS counseling curriculum provides lessons to prepare students for middle school
- OPS middle schools host an Open House night just for potential middle schoolers.

Teacher Relationships:

- Students will meet teachers at the open house.
- Students meet counselors at the June orientation week.

Peer Relationships

- Relationships are established at the June orientation week.
- The middle school has specific activities that develop 6th grade peer relationships.
- Students are encouraged to get involved in various enrichment programs offered at various middle schools

Family-to-School

Communication with a parent supports teacher-student relationships:

- Teachers also reach out and make contact with the parents of students in their room.
- Teachers send home letters about their class rules, processes, etc. once school starts.
- Teachers send welcome letters to students.
- Many middle school teachers use online communication

Outreach:

- Principals and staff reach out to parents using Infinite Campus, Facebook and/or Twitter.
- The Parent Handbook has important information for families.
- Parents have access to the district Parent Resources and Curriculum and Instruction websites.
- Parents have access to building websites.

Information:

- During registration, the relevant information is collected.
- The school counselor will contact families that are in need of support.
- OPS School Social Workers collaborate to meet the needs of students moving from 5th to 6th grade.

Networking:

- Typically, middle school parents collaborate through sports and activities.
- Families can meet and network during the open house, and other middle school events.

School-to-School

Curriculum Alignment and Awareness:

- All schools are required to meet the NE-CCR Standards.
- The MTSS process will be used to identify and address areas of student need.
- Fifth and sixth-grade teachers add academic information tabs to student information on Infinite Campus to provide academic growth or areas of need
- ES and MS teachers serve on K-12 subject area curriculum teams.
- ES and MS teachers are knowledgeable about and work to increase student success on the NSCAS assessments.

Student Data:

- School records are moved from elementary to the middle school.
- Staff communicates between schools as appropriate.
- 4th-grade teachers fill out an online information tab with relevant information for 6th-grade teachers.
- Sixth-grade teachers have access to 5th-grade fall NWEA and NSCAS data.
- All relevant assessment, report card, etc. data is available through Infinite Campus.
- For EL students, the EL teacher will gather all EL screening and testing data and share with the teachers. The teacher will also monitor all EL student data and progress.

Student Readiness:

- The district MTSS process is used to ensure readiness for their current placement and next year's placement.
- Elementary and Middle school special services staff will collaborate to ensure an effective plan is in place to meet transition needs.

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.

Adams Elementary is dedicated to ensuring students have an appropriate amount of instructional time and that the time is spent in high quality and impactful learning experiences.

Evidence Folder Highlights

- * Summer School Plan and Individual Learning Plan
- * Master Schedule
- * Kids Club
- * Instructional Quality documents
- * Unfinished Learning Support-Paper Tutoring
- * Remote Learning Support-Paper Tutoring
- * High Quality Materials - Guaranteed and Viable Curriculum
- *STEM
- *Technology

1. OPS uses the following strategies to address the amount of time students spend in high quality experiences:

A. Summer School Program-Next Level Learning

The district offers a summer school program to meet student academic needs. The district summer school program is offered for K-4th grade students that show academic needs according to Research Department criteria.

B. Kids Club Before and After School Care

a. Kids Club is a high-quality, affordable and convenient choice for the school district's families.

Trained staff operates this state certified program. Kids Club offers students the opportunity for

socialization, playtime, and positive and interactive learning opportunities.

C. Reviewing and Updating the School Day Schedule

- a. Adams Elementary School staff have reviewed their schedule consistently over the years. They have made the following changes in order to provide more high quality time for students:
 - i. Restructured math block to show a balanced approach
 - ii. Restructured the reading block to ensure interventions take place outside of whole group instruction
 - iii. Setting guidelines for interruptions, parties and other events ensuring that instructional time is not interrupted
 - ix. Adding Recess/Reteach time for classes allowing 3 recesses a day with opportunities for teachers to reteach a missed concept or a missed behavior opportunity

Next Steps:

- * Adams Elementary is currently reviewing its daily schedule and looking at other schedules in order to find ways to gain more instructional time and provide more SEL opportunities for practice.
- * The 2023-2024 Title I Schoolwide Plan will include enrichment, STEM, purposeful play and other club activities for students.

2. Adams Elementary is working to consistently improve the quality of instruction, thus creating more time for overall learning. The school has done the following:

- A. Hired an Instructional Facilitator and Childrens Literacy Teacher Leader to consistently work with teachers to improve instruction.
- B. Adopted a balanced math and literacy learning model.
- C. Scheduled monthly Elementary Support Team meetings with coaching visits and calibration
- D. Developed a consistent coaching schedule
- E. Developed and implemented a professional development calendar
- F. Scheduled Joyful Teaching conference
- G. Implemented a PD cyclical model with Team Meetings to include data checks, peer observations, and continuous professional development
- H. In-the-Moment coaching model

Next Steps:

- A. Include SEL instruction and focus throughout all content areas
- B. Training to onboard as a RULER school for SEL needs
- C. Include STEM and enrichment activities into routine instructional practices

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 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>
	N/A