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:	Belle Ryan Elementary
County District School Number:	061
School Grade span:	PK-6
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)_Science, MTTSB__
School Principal Name:	Charla Johnson
School Principal Email Address:	charla.johnson@ops.org
School Mailing Address:	1807 S.60th Street Omaha, NE 68106
School Phone Number:	531-299-1080
Additional Authorized Contact Person (Optional):	Meagan Bakhit
Email of Additional Contact Person:	meagan.bakhit@ops.org
Superintendent Name:	Dr. Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	☒ Yes ☐ No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	☒ Yes ☐ No

Names of Planning Team *(include staff, parents & at least one student if Secondary School)*	Titles of those on Planning Team
Heidi LeClair Charla Johnson Meagan Bakhit Michelle Meyer Kristy McLaughlin Nicole Gnam Mattie Traphagan Kayla Hurlbutt April Mitchell —— —— —— ——	Parent Administrator Instructional Facilitator EL Teacher 5 Teacher K Teacher 3 Teacher Parent Parent —— —— ——

School Information
(As of the last Friday in September)

Enrollment: 300	Average Class Size: 20	Number of Certified Instruction Staff: 35

Race and Ethnicity Percentages

White: 37 %	Hispanic: 32 %	Asian: 5 %
Black/African American: 17 %		American Indian/Alaskan Native: 0.6 %
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 9 %

Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*

Poverty: 72 %	English Learner: 17 %	Mobility: 17 %

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

Due to NDE by Thursday, April 1st   Updated: September 2020

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	*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.*

We are committed to continuous use of data to drive instruction and student achievement as a district and a school. Data is at the forefront of our decision making and is used to engage conversation about students, instruction and goal setting. Our staff reviews student data at monthly staff meetings and bi-monthly team meetings. We also have quarterly data review meetings with teachers to analyze and discuss the progress of students. We then determine instructional moves, interventions, and other stupports that need to be implemented for individuals or groups of students. (See A. Belle Ryan Data Book & B. Team Meeting Agenda)

1. MAP Data: Our students take the MAP test 3 times per year (2 in 20-21 due to Covid). Our teachers utilize a variety of MAP growth reports to monitor students' progress toward growth goals and the 50%tile. This data is also used to develop individulaized student and class goals. Student profile reports and learning continuums allow teachers to digger deeper into student understanding and enable teachers to modify instruction to meet specific needs. (See A. Data Book Pages 53-57 C. Goal Setting D.Map Growth Reports E. MAP Data F. Data Planning Guide G. Quadrant Report Reflective Questions)

2. NSCAS Data: (Due to Covid, we are utilizing results from 18-19) We review NSCAS results for our 3-6th grade students multiple times throughout the year. Comparing this information with other data including formative and summative assessements allow us to see a a bigger picture of each child's academic progress. We are able to monitor students that are making slow progress or in danger of not meeting state standards and respond via SATS and other interventions. (See A. Data Book Pages 57-67)

4. AMIRA: We utilize the AI Avatar, AMIRA, from our reading curriculum HMH to assess oral reading fluency. K-3 students engage with AMIRA several times a week for oral reading practice. AMIRA utilizes the data collected from students to provide a variety of information to teachers. Our teachers utilize the reports to monitor progress, adjust instruction and plan for differentiated teaching. Teachers review reports such as the At Risk Report, Diagnostic Report, Progess Report & Running Record during Team Meetings and prior to developing lesson plans. (See H. AMIRA Information, I. AMIRA Progress Monitoring, J. AMIRA Risk Report, K. Diagnostic Report, L. Progress Report M. Running Record Report, N. Rescoring Running Records O. RIA LetterB. Team Meeting Agenda

3. Attendance & Behavior Dashboards: We utilize our district and school dashboards to track students' attendance and behavior. We know that these two factors can have significant impact on student ahievement. We meet at least monthly (Attendance Team & MTSSB Team) and in most cases twice a month to discuss specific students and how attendance or behavior are imapacting instructional progress. We can quickly respond to trends that are observed and provide assistance to families and students in need. (See A. Data Books Pages 7-8, P. Attendance Dashboard, Q. Behavior Dashboard Photos R. MTSSB Meeting, S. Attendance Meeting)

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.*

Our SIP team meets quarterly to review multiple data points (MAP, NSCAS, Instructional Snapshots, etc.) to determine the needs of the school, develop the SIP and monitor progress toward our goals. At the beginning of the school year, our team met to refelct on our data and determine areas of improvement. We established SIP goals in Math, ELA, Science, Attendance & MTSSB based on the data. The team then developed strategies that would be implemented throughout the year to meet our SIP goals and increase student achievement. This information was taken to our entire staff for review, discussion and input. Once our SIP plan was adopted we began the work of improving instructional practices. Our SIP team meets quarterly to review progress towards our SIP goals and makes adjustments as needed. Our SIP plan was also shared with parents and diseminated to our school community and is posted on our website. Our school climate survey, taken by staff, parents & students was also utilized to help identify the needs of the school and develop SIP goals especially in the area of MTSSB. (See A. Climate Survey B. SIP Snapshot)

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.*

Our staff meets bi-monthly for staff and team meetings to collaborate and improve instructional practices. These meetings are focused on the PD cycle in which we plan together, teach, discuss student artifacts and determine the impact on student achievement. Our leadership team & SIP team are actively involved in developing and implementing continuous improvement opportunities for our staff. We coach teachers and utilize tools like our district and school Look Fors to assess effectiveness and advancement of our SIP goals. Teachers receive feedback via coaching notes, observations and reflective questions to help move their practice. We are also committed to embedded professional development, collaboration and feedback for continuous improvement. Teachers also participate in quarterly data review meetings and reflection to determine areas of strength and growth. (See A1-4. SIP, B. Website C1-2 LT Look Fors, D. Coaching Note with Look Fors, E1-2. Data Meeting/Conversations)

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.*

Belle Ryan utilizes a variety of interventions and strategies to provide additional assistance to students at risk of not meeting standards. We believe that it is important to look at the whole child when considering additional assistance for students.

*K-2 Reading Specialist: Our funds are utilized to hire an hourly certified reading teacher to implement MTTSA Tier 2 (LLI & Skills Groups) to our K-2nd grade students. Our goal is to ensure students are reading on grade level by 3rd grade. (See A.Staffing, B. Specialist Schedule)
* 3-6 Instructional Para:Our funds are also utilized to hire an instructional para that supports 3-6th grade students with math and reading. Our MAP, 3rd grade AMIRA data and grade level assessments are utilized to determine responsive small groups and in classroom instructional support. (See C. Saffing, D. Para Schedule
* Instructional Facilitator: Our Instructional Facilitator supports students and teachers with academic instruction and learning. (See E. IF Schedule

We utilize the SAT process to collaborate and determine interventions to support a students academic and social, emotional growth. (See F. SAT Process, G. SAT Schedule)

We also recommend summer school to students in need of additonal practice and assistance. (See H1-2. Summer School FLYER)

Our MTTSB team and school staff, also support our students' social and emotional growth. We take pride in creating a sense of belonging for all of our students and utilize min-mentors, student jobs, positive rewards and relationships to support students' progress. (See I. Pawsitive Note Data, J. Pawsitive Note Home, K. Attendance Achievers L. Social Skills 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.*

Our professional development plan is tightly connected to our SIP goals. (See A. PD Plan)
We have embedded professional development with in the day via staff and team meetings. The foundation of our professional is based on research and best practices.
We follow the PD cycle which encourages team collaboartion and reflection on student evidence and data. Our teachers use A+ curriculum guides to plan using standards, curriculum and common assessments. Team planning ensures fidelity and implementation of best practices. (See B1-2 Team Meeting Agendas
Teachers are then asked to implement the lesson and new PD and bring back student artifacts and evidence to disucss. This practice allows for teacher reflection and utlimately improved practice.
We have also been focused on the implementation of planning using learning targets and success criteria. This is infused in lesson planning, instruction and leadership feedback. We also use evidence such as student photos to reinforce the work that is taking place in classrooms and to move teacher practices forward. Photos are shared in weekly messages and at staff and team meetings. (See C. Observation Schedule, D. Lesson Plans, E. Staff Book Study 5 Practices)

4. Strategies to increase parent and family engagement

4.1	*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.*

Our school compact was developed with staff and parents during a meeting on September 14, 2020 (See A. Virtual Meeting with Electronic Sign-In). The Compact was distributed to our school community in our December school newsletter "The Barker". (See B. Compact, C1-3. The Barker.)

4.2	*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.*

Our school compact and policy were developed with staff and parents during a meeting on September 14th. We reviewed Policy examples and discussed how these items related to our school community and determined the expectations for Belle Ryan. (See A. Engagement Document, B. Handbook Pages 5-6)

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.*

We held a parent meeting on September 14, 2020. The meeting was advertised in our September school Newsletter "The Barker". We met virtually to discuss Belle Ryan becoming a Title I school. (See A1-2 page 3. The Barker, B. Meeting Agenda, C. Virtual Meeting with Electronic Sign-In)

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).*
	Our school and district are committed to supporting students and families as they transition to Early Childhood and Kindergarten. During Early Childhood Application Days (Not avilable durinf COVID), parents are able to register their child, participate in screening and seek staff guidance. (See A. Flyer, B. Website) Kindergarten Round-Up (Not available during COVID) is an opportunity that allows parents and students to register for school, particiapte in a presentation about kindergarten plus complete essential enrollment paper work and tour the school. (See C. Flyer, D. Website)
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).*
	Elementary and middle schools across the district collaborate to support the transition of students to the next grade level. Middle school counselors meet with all incoming students to ensure students are placed in the appropriate courses. (See A. Flyer, B. Next Level Learning)

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.*
	Each grade level (K-6) is required to include a minimum of 30 minutes of focused intervention during the school day. During this time, teachers plan for individualized or small group reteaching based on student data and needs. (See A. Time Allotments B. Class Schedule We also have a certified part-time teacher that implements LLI with K-2 students reading below grade. We also have a 3-6 instructional para that meets with students in responsive small groups and 1-1. (See C. Teacher Schedule, D. Para Schedule) All students are provided IXl in reading and math that is utilized in school and home for practice on specific skills connected to state standards. (See E. IXL) Students needing additonal academic support have access to summer school programing that includes responsive instuction in reading and math and theme based learning. (See F. Next Level Learning, G. Website) This year, we implemented "One School, One Book". Parents were invited to attend a kick-off with Wildlife Encounters on January 14th. Staff, students, and parents learned about various animals and all students received a copy of the book "Together Forever: True Stories of Amazing Animal Friendships. Included with the book were activites for the family to engage in at home. (See H1-2 Flyer, I. WLE Virtual , J. Activities.