**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: | | | | 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, MTSSB\_\_ | | | | |
| School Principal Name: | | | | Paul Kosch | | | | | | | | |
| School Principal Email Address: | | | | paul.kosch@ops.org | | | | | | | | |
| School Mailing Address: | | | | 1807 S. 60th Street  Omaha, NE 68133 | | | | | | | | |
| School Phone Number: | | | | 531-299-1080 | | | | | | | | |
| Additional Authorized Contact Person (Optional): | | | | Kristina McLaughlin | | | | | | | | |
| Email of Additional Contact Person: | | | | kristina.mclaughlin@ops.org | | | | | | | | |
| Superintendent Name: | | | | Matt Ray | | | | | | | | |
| Superintendent Email Address: | | | | matt.ray@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 | | | | | |
| Angela Darrow  Paul Kosch  Kristina McLaughlin  Jena Allen  Leah Surgen  Mattie Traphagan  Jenna Ketchen  Phillip Darrow  Amy Sanderford  Kaylene Kartanas | | | | | | | Parent  Administrator  Instructional Facilitator  Parent  Parent  5 Teacher  Parent  Parent  Parent  1 Teacher | | | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | | | | |
| Enrollment: 341 | Average Class Size: 22 | | | | | Number of Certified Instruction Staff: 35 | | | | | | |
| Race and Ethnicity Percentages | | | | | | | | | | | | |
| White: 41 % | | | Hispanic: 31.4 % | | | | | | | Asian: 2.8 % | | |
| Black/African American: 17.2 % | | | | | American Indian/Alaskan Native: 0.7 % | | | | | | | |
| Native Hawaiian or Other Pacific Islander: 0 % | | | | | | | | | Two or More Races: 6.9 % | | | |
| Other Demographics Percentages *(may be found on NEP* <https://nep.education.ne.gov/>*)* | | | | | | | | | | | | |
| Poverty: 72 % | | English Learner: 15 % | | | | | | | | | Mobility: 18 % | |

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

*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.* |
| 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 Data Book, Data Meetings & Team Meeting Agendas)  1. MAP Data: Our students take the MAP test 3 times per year. 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 Class Goals & Goal Setting)  2. NSCAS Data: 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 eaach 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 Data Book & Data Meetings)  3. ELPA: ELPA data is used to determine ELL students' profiency in listening, speaking and writing. This information is used in conjunction with MAP and NSCAS to to continue or discontinue a students current enrollment in ELL. (See Data Book)  4. F & P Benchmarks: Fountas and Pinnell Bechmarks are taken twice a year to assess students' reading level. This reading level is used to develop small reading groups and allows teacher's the ability to understanding the specific reading behaviors students exhibit at their level. (See Data Book)  3. Attendance & Behavior Dashboards: We utilize our district and school dashboards to track students' attendance and behavior. We meet at least monthly and in most cases twice a month to discuss specific students and how attendance or beahvior are imapacting instructional growth. We can quickly respond to trends that are observed and provide assistance to families and students in need. (See Attendance & Behavior Dashboard Photos)  4. Data Walls & Data Binders: Every teacher has a data binder to collect pertinent data (LLI, MAP, Guided Reading). We also utilize a data wall and electronic data book to tell our students’ stories and to drive conversation. These tools are actively used and up-to-date. This “live” data allows us to respond to students’ academic needs and plan for whole group and small group instruction. (See Data Wall, Data Binders & Electronic Data Book) | |
| **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 frequently to review multiple data points (MAP, NSCAS, Guided Reading, 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 our PTO and diseminated to our school community for review. 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 Data Book) | |
| **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 collaboarte 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 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 SIP & PD Plan) | |

**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.* |
| 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.  Our funds are utilized to hire an hourly certified teacher to implement MTTSA Tier (LLI) to our K-2nd grade students. Our goal is to support students in reading on grade level by 3rd grade. (See Schedule)    We utilize the SAT process to collaborate and determine interventions to support a students academic and social, emotional growth. (See SAT Process & Resource Schedule)  We also recommend summer school to students in need of additonal practice and assistance. (See Summer School Criteria)    Via our MTTSB team and staff, we 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 Student Job Opportunities) | |

**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 meet the requirements under Rule 10 and Every Student Succeeds Act (ESSA). (See HR Letter)    All paraprofessional must complete a paraprofessional entry test or meet the criteria by providing evidence of additional college credits. Belle Ryan currently has 11 full and part time paraprofesssionals who support classroom teachers with instructional duties including supporting students one-on-one and in small groups.  Meetings are held at the beginning of the school year with paraprofessionals and several times after regarding the school SIP and MTSSB. (See Para PD)  Paraprofessionals also attend district professional development. (See Para PD Memo) | |

**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.* |
| Our professional development plan is tightly connected to our SIP goals. (See PD PLan)  We have embedded professional development with in the day via staff, team meetings and learning labs. The foundation of our professional is based on research and best practices. (See Staff & Team Meeting Agendas)  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 Photo Evidence)  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. (See Professional Books, Agendas & Artifacts)  Each year our teachers participate in two Learning Labs in which teachers learn from each other by bringing the unconscious practices of teaching to the conscious. We engage in dialogue and observation on planning, teaching, student artifacts/evidence. (See Photos & Artifacts)  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 Lesson Plans & Coaching Note) | |

**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.* |
| Due to school closure we were not able to hold the annual Title I meeting on March 26th as expected. We will have a parent meeting later this spring or early in the fall. | |
| **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.* |
| Due to school closure we were not able to hold the annual Title I meeting on March 26th as expected. We will have a parent meeting later this spring or early in the fall. | |
| **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.* |
| Due to school closure we were not able to hold the annual Title I meeting on March 26th as expected. We will have a parent meeting later this spring or early in the fall. | |

**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.* |
| Our school and district are committed to supporting students and families as they transition to Early Childhood and Kindergarten. During Early Childhood Application Days, parents are able to register their child, participate in screening and seek staff guidance. (See Flyer)  Kindergarten Round-Up 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 Agenda) | |
| **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.* |
| 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 Schedule)  In addition, students can participate in a Transtion for Success program to introduce students to middle school. (See Registration) | |

**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.* |
| Each grade level ( K-6) is required to include 30 minutes of intervention during the school day. During this time, teachers plan for individualized or small group reteaching based on student needs. This includes Phonics Mastery, ELA & Math intervention. (See Classroom Schedules & Time Allotments)  We also have a certified part-time teacher that implements LLI with K-2 students reading below grade. (See 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 IXL Invoice)  Students needing additonal academic support have access to summer school programing that includes responsive instuction in reading and math. (See Summer School Application)  Our 5-6th grade students also have the opportunity to apply for and particiapte in Robotics Club via Create Jr. (See Application) | |

**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.* |
| Belle Ryan will become a Title I school during the 2020-2021 school year. These funds will be utilized to hire instuctional support para(s), certified teacher(s) to support MTSSA in all subject areas, MTSSB, technology, and instructional resources tied to best practices and professional development.  Belle Ryan's general budget and discretionary dollars are used to support academic achievement and staff professional development. (See General Budget)  1. A significant portion of Belle Ryan's discretionary dollars are used to hire a certified teacher to implement K-2 LLI instruction. Our goal is to support our students in ELA and reading on grade level by 3rd grade. (See Hourly Request & LL Hourly Support)  2. Our funds are also used to purchase IXL licenses in reading and math for every K-6th grade student. This enables students to practice essential skills connected to state standards at home and at school. (See IXL License)  3. Discrentionary dollars are also used to purchase instuctional resources and provide professional devlopment to staff in all academic areas as well as MTSSB. For example, all K-6th grade teachers received a Literacy Continuum book to support our SIP goals ELA and to grow professional. The Literacy Continuum has been used to broaden our understanding of students and their reading behaviors. The contiuum has also be used to develop instructional lessson plans based on small group needs.  4. General funds are used to purchase needed classroom materials and supplies such as technology, leveled readers, manipulatives, etc. to meet the needs of students and increase their achievement.  Belle Ryan students are also supported by the Sherwood Foundation. The Sherwood Foundation is dedicated to helping our students and families when hardships occurr. Belle Ryan's funds are used to ensure the safety and well-being of students in order to positively impact attendance and academic achievment. Belle Ryan also uses these funds for extended school experiences and field trips connected to standards. (See SHOPS FAQ) | |