

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:	Castelar Elementary
County District School Number:	28-0001-069
School Grade span:	PreK-5th Grade
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input 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) Behavior, Attendance, Wellness__
School Principal Name:	Adriana Vargas
School Principal Email Address:	adriana.vargas@ops.org
School Mailing Address:	2316 S.18th Street Omaha, NE 68108
School Phone Number:	531-299-1160
Additional Authorized Contact Person (Optional):	Steven Soto
Email of Additional Contact Person:	steven.soto@ops.org
Superintendent Name:	Dr. Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Cristina Gutierrez Adriana Vargas Suzanne Prenger-Hagen Steven Soto Ngocahn Ly Karen Quintana Micole Harms-Brazell Janie Helt Andrea Carlson Arturo Vega Carla Andersen _____	 <u>Parent</u> <u>Administrator</u> Administrator Instructional Facilitator Teacher Teacher Teacher Teacher Literacy Facilitator Parent Paraprofessional _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 653	Average Class Size: 21	Number of Certified Instruction Staff: 48
Race and Ethnicity Percentages		
White: 5.4 %	Hispanic: 91.1 %	Asian: 0.2 %
Black/African American: 1.5 %	American Indian/Alaskan Native: 0.2 %	
Native Hawaiian or Other Pacific Islander: 0.2 %		Two or More Races: 1.5 %
Other Demographics Percentages		
Poverty: 89.9 %	English Learner: 62.7 %	Mobility: 12 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	
NSCAS	
NeSA	
School Climate Surveys	

*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	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction. Provide supporting documentation in the corresponding folder.</i></p>
<p>Student achievement data is examined from multiple sources of achievement data. These include fall, winter and spring NWEA-MAP Assessments, NSCAS ELA and Math Assessments. Student data is disaggregated by subgroups and used to make instructional decisions, including strategies for meeting the educational needs of all students.</p> <p>Supporting documentation is located in the Castelar Data Book located in this folder (1.1)</p> <ul style="list-style-type: none">• NSCAS Reading, Math, and Science Results (pgs. 7)• Snapshot Report (pg. 3-4)• NWEA-MAP Results (pgs. 17-72) <p>Our SIP (School Improvement Plan) is derived from staff input based on school data. Goals are determined in the areas of literacy, math, science, wellness, attendance and behavior. Castelar's Schoolwide Plan includes several components that address a variety of school improvement initiatives. (See Castelar SIP) The following information includes a break down of the goals.</p> <ol style="list-style-type: none">1. The SIP Team meets on a monthly basis to monitor academic growth, create professional development and determine next steps.2. The MTSS-B (Multi-Tiered of Support Systems in Behavior) also meets on a monthly basis to establish clear building wide expectations to support and decrease behavior concerns in the building. Every month the team looks at the Behavior Dashboard to develop an action plan that is shared with staff. (See MTSS-B Big 5 Action Plan)3. Castelar has an Attendance Team that meets every other week to discuss chronic students and how to support these students. The team implemented Success Mentors as a way to support students with chronic absences and/or tardies. (See Success Mentor Jan 2019)4. The Wellness Committee oversees our wellness plan and provided professional development to all stakeholders for a more nutritional lifestyle. (See Castelar SIP) <p>Student data is disaggregated by subgroups and used for making instructional decisions, which include strategies for meeting the educational needs of historically underserved populations. Based on the data analysis, measurable objectives were defined. The following are ways needs are addressed.</p> <ol style="list-style-type: none">1. Action Plan (See Action Plan)<ul style="list-style-type: none">* Broken down by individual teacher*Reading Action Plan with focus areas based on MAP results*Math Action Plan with focus area based on MAP results2. Grade Support Team – identification of student needs (See 4th GST Notes)<ul style="list-style-type: none">*Instructional Strategies reviewed and discussed*Student Data reviewed and discussed	

- *Support adjusted for individual or group needs
- *Review of curriculum guides and district pacing
- 3. Grade Level Team - (See 3rd Grade Level Notes)
 - *Instructional Strategies collaboration and student artifacts
 - *Students data reviewed and discussed
- 4. Staff Reflection from 2017-18 (Vertical Discussions) (See Vertical Discussion Charts)
 - *Based on grade level strengths and needs
 - *Used to assess needs and plan for students

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.

Every year during Spring Conferences parents are asked to complete a survey to gather their input on how well the school is doing in the following areas: School Climate, School Safety, Equity/Respect for Diversity, Discipline, and Parent Involvement. All efforts are made to ensure a significant number of parent/community surveys are returned for data review. One hundred fourteen surveys were completed by parents for the 2017-18 school year. (Please note 2018-19 surveys will be completed after the submission of this plan). This survey also gathers input from teachers and students.

Data from the Climate Survey and survey questions asked can be located in the attached Data book. Results of this survey are also utilized to determine goals for the following school year. (See pages 11-12 in the attached Castelar Data Book)

Families are also encouraged to provide input after each monthly Castelar Chat. The attached PowerPoint presentation includes information shared with families and the important role Title 1 funds have for Castelar. (See Title 1 Presentation 2018, Castelar Chat 11-14-18 and Castelar Parent Meeting 3-5-19)

Family Night are another great way to gather parent input. Surveys are given to parents to complete at the end of the Family Night to gather their input and future suggestion so support their learning needs at home. (See Family Night January and October Flyers and Family Night Survey)

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 SIP (School Improvement Plan) is derived from school data and ongoing input. Goals are determined across content areas as well as wellness, attendance and behavior. Castelar's Schoolwide Plan includes several components that address a variety of school improvement initiatives. The following information includes a break down of the goals and the ongoing efforts for continuous improvement. (See Castelar SIP Plan)

1. The first area in our SIP Plan is our Instructional Target: Building a classroom community of active learning across content areas.

This SIP Team meets on a monthly basis to monitor academic growth, create professional development and determine next steps based on the instructional goal. The team provided quarterly surveys to gather input from staff. This information is used to determine areas of growth, needs and future professional development. (See September and January SIP Survey Results)

The SIP Team then uses the data to determine future professional development opportunities. They are strong advocates for individual professional growth and provide differentiated sessions to allow teachers a menu to pick from. (See SIP NovDecPD Sign up)

The leadership team, consisting of the principal, asistant principal, instructional facilitator, and literacy facilitator, also monitors implementation of the SIP goal by conducting Learning Walks. The team visits classrooms on a regular basis to monitor success and needs. (See Learning Walk Data Collection)

2. The second focus area in our School Improvement plan is the MTSS-B Goal: Implement MTSS-B Tier 1 practices and systems with fidelity based on Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) data

The MTSS-B (Multi-Tiered of Support Systems in Behavior) Team also meets on a monthly basis to establish clear building wide expectations to support and decrease behavior concerns in the building. Every month the team looks at the Behavior Dashboard to develop an action plan that is shared with staff. Ongoing feedback is also used to determine growth and changes. All staff is also given a yearly survey to once again monitor growth and needs. (See MTSS-B Big 5 Action Plan)

3. The third area of focus is a district wide initiative to improve attendance at every building. Our school will reduce the percentage of students missing 5% (about 9 days) or more of their school year by 2%.

Castelar has an Attendance Team that meets every week to discuss chronic students and how to support these students. The team looks at the data on the Attendance Dashboard. (See Attendance Comparison) Attendance letters are generated followed by phone calls to provide support and/or resources to the families. The team also implemented Success Mentors within the building as a way to support students with chronic absences and/or tardies. Students with ongoing concerns are matched up with a mentor who meets with their mentee on a daily basis to establish and monitor individual goals. They also build positive relationships with the hope to improve attendance. (See Success Mentor Jan 2019)

4. The final goal is to create an environment of increased brain activity and to establish nutritional guidelines for staff and community. The Wellness Committee oversees our wellness plan and provided professional development to all stakeholders to promote active learning and a nutritional lifestyle. You can find a monthly tip for all stakeholders in the Castelar Monthly Newsletter (See 1819 FebNewsletterDual)

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.

Scientifically based research and multiple strategies are used to provide additional assistance to identified needs of targeted populations and individual student failing or at risk of failing to make progress on standards. The district provided all certified staff a copy of the Best Instructional Practice Handbook. This Handbook is a great resource tool that includes the latest research best instructional practices that can be used with all students. (See 2018-19 BIPH Handbook)

Castelar also supports the district action plan that focuses on three key areas to increase student achievement. The Academic Action Plan was developed to create consistency among the district to allow all student high quality instruction regardless of the OPS school they attend. (See Academic Action Plan Brochure)

1. Instructional Framework

- *Gradual Release of Instruction
- *Consistent Procedures and Routines aligned with MTSS-B (Multi-Tiered System of Support for Behavior) building goals
- *Literacy strategies across content areas and numeracy strategies
- *Use of a guaranteed and viable curriculum
- *Use of district pacing guides to ensure curriculum is being taught

2. Coaching – ongoing coaching provided by the leadership with descriptive feedback to help move

instructional practices in the classroom

3. Data use to help drive instruction

Before or after school tutoring for grades Kindergarten-5th grade is provided throughout the year for identified students. The tutoring program is designed to enable teachers to have additional time to work with small groups of students in the areas of Reading and Math. Staff will teach data driven lessons utilizing research-based strategies. (See Tutoring Focus 2018-19 and 2019 Tutoring Lessons)

Teachers are also expected to provide differentiated instruction which includes small group and individual instruction. Guided reading groups take place in all classrooms in which students are provided high quality instruction based on their needs. Lesson plans document differentiated instruction. (See Differentiated Guided Reading Plans)

Instructional Facilitator (I.F) creates spreadsheets for data tracking, which includes MAP results, extra services provided to students, ESL inclusion, Special Education and tutoring programs. (I.F) leads monthly grade level meetings to address data and encourage collaboration for forward steps. Results of these conversations allow teachers to then use the data to drive instruction and monitor student progress. (See 1718 Assessments Data Tracking)

Students are monitored and identified if they are having academic, language, or behavioral needs. Students not making progress are referred to the Student Assistance Team (SAT). The team works with the classroom teacher to create a plan to support student needs. The team meets every twenty days to monitor, revise or refer students for academic testing. (See 1819 SAT Presentation and Student Assistance Team 2018)

Summer School Extended Learning is offered at Castelar for students in grades kindergarten through 4th grade. Priority is given to students that need remedial support. This includes students in special education or students performing below grade level. This program allows students to continue to work toward proficiency in the areas of Math and Reading. Summer School is fully staffed by current Castelar teachers and administrators.(See Summer School Selection)

3. Qualifications of instructional paraprofessionals

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. Casterlar currently has 25 instructional paraprofessionals; 12 of which are bilingual, 3 have completed an Associate's Degree, 4 completed between 48-72 college credits and 3 that have a Bachelor's degree. (See Castelar Staffing)

It is important the paraprofessional continue to delveop their skills by providing them with ongoing professional development throughout the year. (See Castelar PD Calendar)

Monthly Castelar meetings are held in which paraprofessionals have input and discussions on how they would support and put the goals of the school wide plan into action. (See Para Meeting 8-31 and 9-17 Classified)

Paraprofessionals also attend district professional development. (See Para ESL Training)

Castelar has both full and part time paraprofessionals who support the classroom teachers with instructional duties. All of the paraprofessionals work individually with students or with small groups in the areas of reading and math. They also monitor and maintain the Take Home Book Program in their classrooms. (See Para Schedule)

4. High quality and ongoing professional development

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.

Ongoing professional development focuses on proven effective strategies that focus on student achievement.

Certified Staff Professional Development

Teachers at Castelar attend Professional Development regularly. Teacher meet twice a month as a grade level team; once as a grade level and the other as a Grade Level Support Team. Teachers collaborate to discuss, plan and implement instruction that is rigorous. Data driven decisions are made as teachers create action plans to support classroom needs. (See GST Agenda October and GST PPT MAP Goal Setting)

At Castelar's monthly grade level meetings (GST) teachers are also asked to bring their Curriculum Guides and share where they are in the pacing. Please note only one Curriculum Guide was provided in this section. (See Math and Reading Curriculum Guide 2nd Grade)

An Instructional Leadership Team (ILT) was created that consists of grade level leaders. The ILT collected input from all teachers to determine building professional development needs aligned to the School Improvement Plan. The School Improvement Team and MTSS-B Team also provide monthly professional development often with choice sessions for certified staff to pick from. The following are a few topics that were provided to certified staff for the 2018-19 school year. See Castelar's SIP PD Calendar for more details.

PD topics include:

- Integrating Movement into Content Areas
- Incorporating Visuals
- Building Relationships through Academic Conversations
- Math Discussions
- Math Productive Struggle and Discourse
- Growth Mindset
- MTSS-B Expectations and Addressing Inappropriate Behaviors
- Using Learning Targets to drive our SIP plan
- Castelar SAT process
- School Behavior Plan and Student Code of Conduct
- Technology In-services
- ESL Fall/Spring Conference

Leadership Team PD

The leadership team consists of principal, assistant principal, instructional facilitator, and Dual Language/ESL Lead Teacher. The team attend many professional development opportunities that align with the school improvement goals.

PD topics include:

- District Coaching Sessions
- Principal’s Summer Institute
- SIP Training
- Instructional Facilitator's Meeting (See 1819 EILN Meeting Schedule)
- Literacy Facilitator Meeting (See 2018-19Lit facilitator meetings)
- Academic Data Representative Meetings (See ADR Mtgs 2018-19)
- Principal’s Meetings
- Assistant Principal’s Meetings and SSL Designee Meetings (See SSL AP Training Dates 1819)
- ESL Fall Conference (See ESL Fall Conf PD 2018)

5. Strategies to increase parental and family engagement

5.1	<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>Parents and community members at Castelar have on-going opportunities to contribute to the development and implementation and evaluation of the school-parent compact. All family meetings and events are facilitated in English and Spanish to provide all the information in the languages spoken at Castelar. (See Castelar Compact)</p> <p>An annual meeting is held to review the School-Parent Compact and to allow for parent input. (See Castelar Parent Meeting 3-5-19)</p> <p>The compact is also included in the Castelar Handbook in both languages on page 13.. The student handbook is distributed to all families at the beginning of the year.</p> <p>Communication to families and community is a key element in achieving parental involvement at Castelar. Communication is done in many different forms that include:</p> <ul style="list-style-type: none"> • Monthly Castelar Chat meetings (See Castelar Parent Meeting 3-5-19) • Monthly school newsletters (September 2018 Newsletter) • Marquee reminders <p>Open House (See 4th Grade Open House 2018)</p> <p>Castelar Family Nights (See Family Night Oct2018 &Jan2019 flyer)</p> <ul style="list-style-type: none"> • Social Media (Twitter & Facebook) • Phone dialer system • School website • Annual parent meeting to review the School-Parent Compact (See Castelar Parent Meeting 3-5-19) 	
5.2	<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>Parents and community members at Castelar have on-going opportunities to contribute to the development and implementation and evaluation of the building Family Engagement policy. All family meetings and events</p>	

are facilitated in English and Spanish to provide all the information in the languages spoken at Castelar.(See Title 1 Family Engagement Policy)

An annual meeting is held to review Family Engagement Policy and to allow for parent input. (See Castelar Parent meeting 3-5-19) Parents were very pleased with the policy and requested to keep it as is. Please note parent input was gathered to create a final version that will be printed in the 2019-20 school handbook.

The Family Engagement Policy is also included in the Castelar Handbook in both languages on pages 12-15.. The student handbook is distributed to all families at the beginning of the year.

Communication to families and community is a key element in achieving parental involvement at Castelar. Communication is done in many different forms that include:

- Monthly Castelar Chat meetings (See Castelar Chat 11-14-18)
- Monthly school newsletters (See September 2018 Newsletter)
- Open House 4th Grade Open House PPT
- Castelar Family Nights (See Family Night Oct2018 &Jan2019 flyer)
- Marquee reminders
- Social Media (Twitter & Facebook)
- Phone dialer system
- Annual parent meeting to review Family Engagement Policy (See Castelar Parent Meeting 3-5-19)

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.

A Parent Meeting/Castelar Chat was held on November 14, 2018 to inform parents about the important role Title 1 has for Castelar. All family meetings and events are facilitated in English and Spanish to provide all the information in the languages spoken at Castelar. At this meeting the follow topics about Title 1 where shared with parents. Parents are always encouraged to provide input. (See Title1Parent Presentaton)

1. What is Title 1
2. What is the purpose of Title 1?
3. How Castelar uses Title 1 Funds?
4. Changes made due to Parent Input?
5. What are Castelar's SIP goals?
6. Encourage parents to attend Family Nights
7. How can you help?

The building level parent policy, which meets Title 1 requirements are reviewed and updated annually at the annual parent meeting. The purpose of this meeting in the spring is to review the current school compact and parent involvement policy. Parent input is collected to make the necessary additions and adjustments for the following school year. Parent input is also gathered on ways to improve Castelar. (See Castelar Parent Meeting 3-5-19)

Additionally, students and parents are encouraged to remain in good communication with their teachers to ensure they understand their performance at all times. Teachers review the Title 1 School Compact and Parent Policy that is located in Castelar's Handbook. Handbooks are provided to every student in the building at the beginning of the year with their School Information Packet. Parents sign off that they received and acknowledge the information included in the school handbook. Teachers review the School Compact and parent involvement during Open House and Fall Student Led Conferences. Parents are made aware of the important role all stakeholders (student, school and parent) have to support student success. (SeeOpen HouseFlyer, 4th Grade Presentation, Castelar Compact and Castelar Parent Involvement Policy)

Monthly Castelar Chats are provided based on parent feedback. Sessions include school improvement updates, community resources and ideas on how parents can support their child at home. Parents are also encouraged to provide feedback after each Castelar Chat. (See Castelar Chat 2-28-18)

Castelar sponsors quarterly Family Nights as a way to share ideas and activities parent can do at home to support their child's learning. Sessions are aligned with Castelar's School Improvement Plan providing ideas to support literacy, math, science, wellness, community resources and earth friendly ideas. MTSS-B (Multi-Tiered Systems of Support for Behavior) also provide a session to share ideas on how parents can encourage social and behavior skills at home. (See Family Night October and January Flyer)

6. Transition Plan

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.

The kindergarten transition plan includes multiple and varied activities for students, parents, and school personnel and is evaluated regularly by affected parents and school staff.

Our kindergarten transition plan involves a one – day session in January for parents to register their in-coming kindergartner. Parents have the opportunity to visit the school and complete the necessary paperwork for their incoming kindergartner. (See Kindergarten Registration Flyer)

Parents are invited back in April where they learn about several topics, health requirements, counseling program, Dual Language program, and Family Room Opportunities. While parents are in session, the kindergarten candidates join a kindergarten classroom and learn first hand what it is like to be in kindergarten. Parents are reminded to contact the school with any questions. (See Kinder round up presentation)

Orientating new students to Castelar involve the following activities:

- All new students and families meet with office to complete the necessary paperwork. Students start the next day, allowing the teacher to have all the materials, nametags, locker, and seating arrangement complete.
- Once the family completes their paperwork, an office staff member shows the student their new classroom and introduces them to their teacher once family completes paperwork.
- Incoming Castelar students receive a copy of the Student Handbook and most recent Castelar Newsletter, which gives them important information about the school such as expectations and school programs. (See 1819Oct Newsletter)
- Families can access school information through the Castelar website, www.castelar.ops.org

Meet the Teacher Night is held the Monday prior to the opening day of school. This allows parent, students, and staff to meet each other. It helps the students become familiar with the location of their new room, locker, and desk. It is a good introduction to the teacher. (See Castelar Fall Opening Letter)

Open House Night is held in September. Parent and students attend Open House together. Classroom teacher provide several sessions to share important information such as curriculum, classroom expectations, homework policy and parent involvement. Dual Language Lead Teacher meets with Dual Language parents to

<p>share program overview and expectations. (See Open House Flyer and 4th Grade Open House 2018 PowerPoint)</p> <p>Pre-kindergarten Round Up is in March. Parents and students attend round up. The Pre-kindergarten teacher meets all incoming students. Students are screened on this day for PreK. (See PreK Round up)</p>
<p>6.2 <i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career). Provide supporting documentation in the corresponding folder.</i></p>
<p>Norris Middle School is Castelar's feeder school. Many opportunities are provided for 5th grade students to become familiar with the new school.</p> <p>5th grade students are scheduled to visit Norris Middle School on May 3, at 1:30. During this visit they get to meet the principal, counselors and other important staff. Students also participate in a classroom visit. (See Norris Visit Confirmation)</p> <p>Prior to the visit, time is given during guidance class for the students to write down questions about Norris, classes, passing periods, lunch procedures, school opportunities and other topics. The 5th grade counselor shares important information and what to expect in middle school. (See On Your Way to Middle School PPT)</p> <p>Castelar fifth grade counselor discusses middle school transition during guidance classes in April and May. District has lesson plans prepared for this topic. (See Guidance Counselors Scope and Sequence) Extra sessions are planned in regards to practicing opening combination locks.</p> <p>Castelar has been assigned two dates in April for the parents to accompany their child to Norris to register (April 4th from 4:00 - 8:00 and April 8th from 4:00 - 8:00) Students and their parents will also be able to tour Norris at this time. Flyers with information about this event will be distributed the week of March 18th. (See Middle School Registration Schedule)</p> <p>Information has been sent to principals, counselors, and secretaries in regards to academic information forms and registration lists that will be inputted on a custom tab on Infinite Campus. The teachers will input the student information that will be used to assist in the placement of students in classes. (See Registration to Middle School)</p> <p>Students are able to attend "Transition for Success" Summer School which is an opportunity for students to get familiar with middle school expectations while providing orientation and remedial needs (See NMS Summer School)</p> <p>Families may also attend Middle School Open House in January. This is an opportunity for families to visit various middle schools in their zone and find the best fit for their child. (See Middles School Open Houses)</p> <p>Dual Language/ESL Lead teachers assist dual language students and parents with dual language school selection process. She makes phone contacts with parents not completing the process. She also answers and parent questions about transition to middle school.</p>

7. Strategies to address areas of need

7.1	<i>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.</i>
<p>The school wide plan provides multiple opportunities to extend or increase learning time within and beyond the instructional day that are supported through staff collaboration and planning. (See Castelar SIP Plan)</p> <p>Summer School Extended Learning is offered at Castelar for students in grades kindergarten through 4th grade. This program allows students to continue to work toward proficiency in the areas of Math and Reading. Summer School is fully staffed by current Castelar teachers and administrators. (See Summer School Selection)</p> <p>All specials teachers (Art, Music, Library Media, Technology) work with the classroom teachers to support academic vocabulary in their content areas.</p> <p>Castelar Tutoring Program for targeted students meets every Tuesday and Thursday from 7:30-8:30 or 4:25 to 5:25 p.m. Areas of instruction include reading and math. Each session services four -eight students in grades kindergarten through fifth grades. (See Tutoring Focus 2018-19 and 2019 Tutoring Lessons)</p> <p>The Zoo After school Program (ZAP) that focuses on academic and enrichment activities. The program provides homework support, tutoring, and enrichment opportunities. ZAP transports students to and from the zoo every Wednesday and Friday to extend the learning with hands-on experiences. They also provide field trip opportunities on non-school days that provide students with real-world experiences. (See ZAP Schedule)</p> <p>ZAP also supported Castelar’s summer school program that was held June 2018. 180 students attended and received literacy, math and enrichment support. (See Summer School Selection)</p> <p>ZAP also offered additional summer school sessions at the zoo in July for interested students. (See ZAP Summer Application -July)</p> <p>Kids Club Morning program offers homework support, tutoring and access to the computers every Friday morning.</p> <p>Based on MAP results and Reading Benchmarks , select students work individual or in a small groups with the a reading teacher or ESL teachers in all grades. This extra support is provided during the instructional day. (See Salerno LLI Schedule)</p>	

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

8.1	<i>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.</i>
<p>The plan describes how coordination and integration of resources from multiple programs and sources are used for improving student achievement in all academic areas for all students. The majority of funding support comes from Title 1 and General state funds. (See Castelar Title 1 Budget and Castelar 18-19 Proposed Budget)</p> <p>Student support</p> <ul style="list-style-type: none"> •Title I funds provide materials that support academic needs to increase student achievement. (See Castelar Title 1 Budget) 	

General budget provide materials that support academic needs to increase student achievement. (See Castelar 18-19 Proposed Budget)

Title I funds provide materials that support academic needs to increase student achievement during Summer School (See Summer School Proposal 2019)

- Sherwood pay for field trips to allow student to gain positive educational experiences
- Sherwood provide families with financial needs.
- Community sponsors such as One World Dental Sealant Program
- UNMC sponsors dental health to 2nd and 3rd graders
- ZAP (Zoo After School Program) positive after school academic program for at risk students with a focus to increase student achievement. (See Castelar 2018 CFY Support)
- Kids Club – before school positive child care at school site
- Assistance League Operation School Bell – provides clothing for select families
- Brookside Church – provided coats, hats, gloves and scarves for students that needed them.
- O'Bannon provides funds to purchase classroom and/or school materials such as classroom supplies, books, etc.

Staff Support:

- Title I and General budget provide highly qualified teacher, paraprofessional salaries and professional development opportunities to increase student achievement. (See Castelar Title 1 Budget)
- Title I funds and General budget provide materials that support academic needs to promote optimal learning. (See Castelar Title 1 Budget and Castelar 18-19 Proposed Budget)

Title I funds provide staffing needs during Summer School (See Summer School Proposal 2019)

- Lozier provides teacher recognition items. (See Lozier Donation Letter)
- Title I provides the funding for before and after school tutoring. (See Castelar Title 1 Budget)

Parent Support:

- Title I provides the means to supply materials, trainings, classes and experiences to parents.
- Sherwood provides financial assistance to families.

Learning Community provides free English classes to families