

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:	Chandler View Elementary
County District School Number:	28-0001-075
School Grade span:	PreK - 6th 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)_MTSS-B/Attendance__
School Principal Name:	Mr. Greg Eversoll (when written) Miss Angie Burns (current)
School Principal Email Address:	gregory.eversoll@ops.org/angela.burns@ops.org
School Mailing Address:	7800 South 25th Street Omaha, NE 68147
School Phone Number:	402.734.5705
Additional Authorized Contact Person (Optional):	Heather Nelson
Email of Additional Contact Person:	heather.nelson@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

<p><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p>Kelly Houfek Greg Eversoll Heather Nelson Cathy Hadley Dan Nowak Kesha King Sarah Core Leslie Baxter Meghan Korth Erin Malm</p> <p>_____ _____</p>	<p><u>Titles of those on Planning Team</u></p> <p><u>Parent Administrator</u> Parent Principal Instructional Facilitator Reading Coach 2nd Grade Teacher 6th Grade Teacher Kindergarten Teacher Intermediate BSP Teacher Primary BSP Teacher Counselor</p> <p>_____ _____</p>
---	--

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 652	Average Class Size: 22	Number of Certified Instruction Staff: 55
Race and Ethnicity Percentages		
White: 22.7 %	Hispanic: 57.5 %	Asian: .9 %
Black/African American: 11.5 %	American Indian/Alaskan Native: .6 %	
Native Hawaiian or Other Pacific Islander: .2 %		Two or More Races: 6.6 %
Other Demographics Percentages		
Poverty: 82 %	English Learner: 29 %	Mobility: 9.6 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	NSCAS
Fountas & Pinelle Benchmarking	Tableau - Attendance/Behavior Dashboard
LLI Data	

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>The school improvement plan used at Chandler View contains disaggregated data from our MAP results to support the reasoning for our selected goals and strategies. This data provides our staff & community the present level of performance as well as the desired targets for grade level subgroups. Our district assists our efforts by providing data based on our subgroups such as ELA, gender, socio-economic and special education. This disaggregated data is used in making our schoolwide plan.</p> <p>Chandler View staff meets by grade level every other week for "TEAM Time" where we track student achievement and plan next steps accordingly. We also use the "TEAM Time" to analyze student data from current year MAP results. Instructional strategies and adaptations are discussed and planned during these grade level planning sessions.</p> <p>See SIP pg. #s - 1-4 See Data Book See Enrollment Population Report</p>
1.2	<p><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> <p>A climate survey is administered to all clientele related to our school, including students, staff, and parents each year in the month of March. Each year the district sends us climate surveys for parents, in English and Spanish. Climate Surveys are distributed during spring parent teacher conferences.</p> <p>We utilize laptops set up in the Main Entryway and the survey link ready to go, to make it simple and easy for parents to share their thoughts. The survey link is also sent out to our families using School Messenger for those who have email access. Parents can also fill out surveys at a parent tables at the front of the building, hosted by the school counselor and other staff during Parent/Teacher Conferences. Parents with respect to their privacy and anonymity complete surveys with the ability to provide honest input. Surveys are collected and placed in a sealed locked box.</p> <p>With our large ELL population, we also have interpreters on hand to translate for parents to other common languages of the school. We submit all surveys to the district office.</p> <p>The results of the 2017-2018 Chandler View climate survey can be found in the folder as well as on pages 10-16 of the Chandler View Data Book found in section 1.1.</p>
1.3	<p><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> <p>Chandler View's school improvement plan aligns directly with our data to reflect our areas of need. Students and classrooms develop MAP Goals.</p> <p>School ELA Goal: Increase the percent of students meeting or exceeding their growth goal on the MAP Assessment</p> <p>Strategy(ies):</p> <ul style="list-style-type: none"> -Brainstorm and sharing of ideas among staff members

- Increase awareness of worthwhile literacy apps and software available
- Bring in members of the Technology Team to help staff utilize meaningful technology in the classroom
- Provide training and peer observation for LLI implementation.
- Increase the use of available leveled texts.
- Install Booksource as a management tool in the bookroom.

School Math Goal: Increase the percent of students meeting or exceeding their growth goal on the MAP Assessment

Strategy(ies):

- Carol Dweck videos, Khan Academy videos and articles regarding growth mindset in the classroom.
- Sort and create praise that is focused on effort rather than achievement.
- Identify upcoming parts of the adopted curriculum that lend itself to directly teach growth mindset.
- Utilize staff who have completed Primarily Math to facilitate conversations with their team.
- Communicate “Look Fors” with staff – Number Sense Routines, Response to Student Needs, Promoting Growth Mindset/Productive Struggle,
- Share resources to support content standards as well as intervention needs.

Our focus for these two areas will include deliberate and detailed planning, while reviewing and incorporating research-based math resources.

This year Chandler View began implementing MTSS-B (Multi-Tier System Support -for Behavior) By developing schoolwide expectations and language students and teachers will be able to spend less time on behavior concerns and more on instruction. This is indicated in our SIP along with academic areas. Success is determined by improvements in these areas on the climate survey (folder 1.2) as well as the assessment data at the district, state and norm reference tests, behavior referrals, (Data Book folder 1.1). In this folder you will find Chandler View's 2018-2019 School Improvement Plan (SIP). Goals are located on pages 1-3. Our SIP is a working document. The administration, facilitators and staff visit is frequently checking for needed changes and updates. Grade level meetings are indicated in the plan as well as professional development. The SIP review is included as well, it indicates that district supervisors have visited the plan with us.

Documentation: SIP, MAP Goal Setting, MTSS-B agendas/items

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.

Strategies that we are implementing are scientifically research-based to raise student achievement. Included in this section is the district’s Academic Action Plan to raise student achievement as well as the districts Best Instruction Practices Handbook (BIPH). These two documents guide and support staff in developing plans of support for all students including struggling students. Data collected and strategies reviewed the SIP is updated and changed on an ongoing basis. During grade level meetings teams review and make changes while planning together. Teams have also developed student goal sheets that are based off classwork, class observation and MAP data.

Attendance Meetings are held monthly with the Attendance Team (Principal, A.P., 2 Counselors, Bilingual Liaison/Attendance Secretary). Phone calls and home visits are made to home of our students who have high attendance/tardies numbers. Ongoing communication occurs between building leadership and families regarding tardies and attendance with a focus to find help and assistance to increase regular and consistent attendance. Positive Attendance is celebrated through Quarterly Award ceremonies and celebrations (Strive for 95 Hot Chocolate "pop up" party.

Student Assistance Team meetings are held in an effort to identify those at-risk with specific interventions put in place specific to the needs of each student.

Support structure of also using Reading Coach and Focus Teachers to help "divide and conquer" student needs struggling has been in place and continues to help reduce the achievement gap.
 Tutoring exists for students who are looking to expand their skills and knowledge using real life opportunities to engage in hands on activities before and after school.
 Documentation includes: Best Instructional Practices Handbook, Academic Action Plan brochure, SAT Nomination Form, SAT Process outline, Focus Teachers/Reading Coach schedules, Tutoring

3. Qualifications of instructional paraprofessionals

3.1	<i>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.</i>
<p>Chandler View Elementary has full time paraprofessionals to support the education of all Chandler View students. All paraprofessionals meet the ESEA/ESSA requirements and are provided introductory and ongoing trianing specifically designed for the paraprofessionals and/or all staff focused on student needs. Chandler View paraprofessionals attend a monthly meeting with administrators and facilitators. Meetings focus on professional development and student support, (90:10 direct student assistance:oragnizational help) roles in the classroom during whole group instruction, small group instruction, guiding reading groups were discussed as well as data collection and use, and student assistance teams, MTSS-B common expectations and language, role in classroom vs role at recess, testing practices and procedures. Documentation includes a letter from the Human Resource department verifying qualifications, CV Para list, CV Para PD/Training schedule and an upcoming PD agenda for April.</p>	

4. High quality and ongoing professional development

4.1	<i>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.</i>
<p>Our staff members are highly qualified to teach our students. Our district’s Academic Action Plans and our school’s SIP Plan guide the strategies that we implement to increase achievement and improvement in areas of need. Strategies are developed through our professional development plan, which is part of the overall SIP Plan. Chandler View has a diverse population with many cultures and over 12 languages spoken. Our specific needs include our ELL population with many of our newcomers coming from refugee circumstances as well as our many ethnic demographics. Special education is also an area of need. To address these needs, staff members are provided with professional development during grade level meetings and staff meeting. New teachers participate in the district's mentoring program (letter included in folder). Our Instructional Facilitator organizes the teachers and sees that they visit other schools as well are given time to collaborate. Chandler View also provides two half-day new teacher PD. Once each semester, this includes other information that may not have been covered during district new teacher meetings and is also driven by teacher request. Staff (certified and classified) attend additional professional development opportunities such as the ESL conference and training through our Special Education department. All professional development enhances teachers performance and students achievement.</p>	

Professional Development is driven by Chandler View's Schoolwide Improvement Plan. Documentation Included in this folder is information about Omaha Public Schools Fall ESL conference, a district opportunity for an ESL Endorsement (many of our teachers have taken part in this), a district KDG.N. Play conference, our CV SIP Plan, TEAM Time and a Productive Struggle write up & pics of discussion points from a all staff trip taken to The House of Conundrum for a hands-on PD opportunity followed up by discussion. Finally, we utilized Fall/Winter MAP scores and had teachers develop a Finish Strong Goal using the "So What? Now What?" goal setting experience.

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>We have strong support from the families of Chandler View students. There are many opportunities for parents to participate and engage in the school-wide improvement process. Parents can work through our Parent Teacher Organization (PTO), they can communicate through our Family Liaison Specialist, and they can be active members on our school's SIP Committee. All of these avenues give parents a chance to give opinions, provide feedback, or voice concerns on issues. Each year, parents voluntarily complete a climate survey during spring Parent/Teacher conferences.</p> <p>Chandler View Elementary School follows the parental policy in accordance with the ESSA. The parent involvement policy and the plan to implement it, has been developed Chandler View staff with input from parents and community members.</p> <p>We clearly communicate to parents that we work together as a team to ensure their child's success. Each person of the team, including staff, parents, and students have a specific role and it is outlined in our School's Compact.</p> <p>Chandler View has several family night activities that encourage parent/family participation with the staff and provides learning opportunities for the students. We have hosted a Family Night at Omaha Children's Museum and also offered a Parenting Course entitled InterACT and host multiple sessions of PrimeTime, which is partially funded through Nebraska Humanities. PrimeTime runs for 6 week sessions; families and staff eat dinner together which is provided free of charge, then we work to model parent/Child Read Aloud activities, all students receive a bookbag and copies of the books utilized during the evening's event. Child care is also provided free of charge.</p> <p>Documentation included in this folder includes our Chandler View School-Parent Compact, Information from Children's Museum family night and examples of regular School Messenger phone calls/emails that are sent to parents, district Family Math Nights. PrimeTime and InetrACT documents are included. The sign in sheet for the Title I review meeting is in the folder.</p>	
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>Chandler View works hard to involve our parents in their child's education. We have many activities and functions throughout the school year to which parents can participate and contribute. One of our meetings reviews the schoolwide plan, parent compact and the parent and family engagement policy.</p> <p>Documentation included; sign in sheet for the Title I review meeting is in the folder</p>	

5.3	<i>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.</i>
Chandler View strives hard to involve our parents in their child's education. We have many activities and functions throughout the school year to which parents can participate and contribute. The sign in sheet for the Title I review meeting is in the folder.	

6. Transition Plan

6.1	<i>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.</i>
<p>We have a transition plan in place for our prekindergarten and kindergarten. We host Kindergarten RoundUp and an Early Childhood Application Day. In May, we bring our Early Childhood students in and run them through a section of specials (Art, Music, P.E., Computer Lab and Library) as well as have them eat in the Cafeteria for a trial Sneek Peek kind of way. Included in this section are activities for those transitional ages. They were advertised through flyers and other communications.</p> <p>Documentation in this folder is the information on Kindergarten RoundUp, our PreK Application Day and our Sneek Peek Day.</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>Chandler View's counselors teach several lessons that focus on the transition from 6th grade to middle school. The district curriculum, Second Step, includes these lessons which include lessons on social emotional relationships, combination locks, peer pressure, drugs and alcohol, making friends, healthy choices, time management, extra curricular activities and being responsible. Included in this file is the powerpoint the counselor uses as part of these lessons. Yearly, Chandler View celebrates our 6th Graders with the 6th Grade Celebration Parade and a Graduation where we honor their time as Cougars. OPS Middle Schools hold an Open House for students and parents to get acquainted with the building and to register for classes. They also send their counselors to Chandler View to provide orientation and registration.</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>At Chandler View we have an active instructional staff who participate in ExtraCurricular Sports (Soccer, Basketball, Volleyball) and/or in organizing Clubs for other before/after school opportunities. This year, we also added a twist to our Tutoring Program to make them more hands on and intriguing; we modeled them after the 4H Program, even using/ordering some of the 4H curriculum. We had a great turn out for all and students developed great learning opportunities for themselves.</p> <p>We also provide Focus Teachers who help identified students struggling as identified by F&P Benchmarking and/or MAP Tests.</p>	

Each summer, we have a vibrant summer school program of 20 more days of instruction; we call it Camp Cougar. It is geared to be very engaging with smaller class sizes, weekly field trips and loads of experiences which enrich and enhance their academic foundation. Documentation includes sign up forms, pictures and attendance as well as the schedules for our Focus Teachers.

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>At Chandler View Elementary School, we work closely with our district’s Title I office to ensure we are coordinating and integrating federal, state and local services and programs to provide the necessary resources and support to enhance student achievement and family development. In addition, we work diligently with agencies to offer our community of learners, and their families, resources necessary for success. Title I funds are used to support staff, professional development, after school tutoring, summer school and supplemental resources for classroom use. Documents in this section include a list of partnerships we have developed and sustained at Walnut Hill Elementary School. Also included is more indepth information for the Connections program offered through Project Harmony.</p> <p>Chandler View is supported by great partnerships from various community agencies and programs accessible to our students and their families:</p> <ol style="list-style-type: none"> 1. Social, Emotional and Behavioral Programs <ol style="list-style-type: none"> a) TeamMates Mentoring Program b) Chandler View “In-House” Mentoring Program c) Connections is a program supported by Project Harmony. It supports Social, Emotional and Behavioral assistance for families/students d) Bounce Back Group ☐ Small group therapy helping students work through trauma and build resiliency 2. Educational Partnerships/Programs <ul style="list-style-type: none"> ☐ OPS Math Nights ☐ United Way ☐ Henry Doorly Zoo memberships are provided FREE to all third grade families ☐ The Rose Theatre provides in-school and theatre visits/productions field trips for Grades K-6 ☐ Vision Mobile ☐ Building Healthy Futures provides vision screening and glasses for many students ☐ Dental Sealant services are provided through UNMC Dental students 	