

# 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:	Laura Dodge Elementary School
County District School Number:	
Building Grade Span Served with Title I-A Funds:	Pre-K to 5th
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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Cody Hays
School Principal Email Address:	Cody.Hays@ops.org
School Mailing Address:	3520 Maplewood BLVD Omaha, NE 68134
School Phone Number:	531.299.1300
Additional Authorized Contact Person (Optional):	Catherine Dose
Email of Additional Contact Person:	Catherine.Dose@ops.org
Superintendent Name:	Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be 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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Mike Ferris Cody Hays Catherine Dose  _____ _____ _____ _____ _____ _____ _____ _____	<u>Parent Administrator</u> Instructional Facilitator  _____ _____ _____ _____ _____ _____ _____ _____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 397	Average Class Size: 21	Number of Certified Instruction Staff: 37
Race and Ethnicity Percentages		
White: 38.5 %	Hispanic: 10.6 %	Asian: 11.6 %
Black/African American: 29.7 %	American Indian/Alaskan Native: .5 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 9.1 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 67 %	English Learner: 16.2 %	Mobility: 11.1 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NWEA</b>	<b>NSCAS</b>
<b>attendance</b>	<b>MAP</b>
<b>Amira</b>	

***Please write a narrative in each box below to correspond to the Rating Rubric.***

*Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.*

**1. Comprehensive Needs Assessment**

<b>1.1</b>	<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 curriculum, instruction and assessment decisions.</i></p> <p>Laura Dodge uses a balanced assessment system that includes formative, interim, and summative assessments to inform instruction, monitor progress and evaluate student learning for all content areas and grade levels.          * At Laura Dodge teachers participate in "Data Digs: at least three times a year and periodically at grade level meeting. Teachers work together with the leadership team and analyze MAP, NSCAS, HMH, and grade level common assessments in all content areas for both classroom trends and individual student trends. Teacher use the MAP learning continuum to help guide instruction in reading, math, and science. Teacher also analyze data to evaluate student as risk and plan instruction for small group instruction and intervention groups.          *Teachers share data with parents and students at Parent Teacher conferences in the fall and spring. Teachers also may share formative assessment with parents at Student Assistance Team meetings.          -In the weekly "Look-Ahead" email on-line resource data is reviewed and monitored to ensure usage and fidelity.</p>
<b>1.2</b>	<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>Laura Dodge conducts a comprehensive School Climate Survey every year as part of the school improvement process. This survey is generally completed during parent teacher conferences. The surveys are used to help determine the school's public image, students assemblies, and ongoing professional development for staff. Prior distributed to gain key information and feedback on the school.</p> <p>The school also conduct periodical survey with parents to improve processes and gather feedback from parents and other shareholders.</p> <p>Parent and family Engagement Nights normally are utilized to gain feedback from families on what variety of activities are hosted each year from families and students.</p>
<b>1.3</b>	<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>Laura Dodge reviews the School Improvement Plan at the beginning, middle, and end of the year. We collectively analyze the data and how it correlates with the goals written by both school and individual teachers. The school district also allows teachers to analyze their data a couple of times a year through grade level data digs using NWEA MAP data.</p>

**2. Schoolwide reform strategies**

<b>2.1</b>	<i>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.</i>
<p>At Laura Dodge, we are continually monitoring and assessing our students's growth and achievement levels to make sure they are able to meet the challengingn state academic standards. In order to monitor our studetns learning levels, we do several testing opportunities throughout the school year.</p> <p>-Laura Dodge teachers track HMH Into Reading for all students using classroom data sheets and also by grade level using a guided reading level chart similar to a data board.</p> <ul style="list-style-type: none"> <li>•All teachers teach small group reading lessons each day so that every student receives a lesson every day. All teachers use the Fountas &amp; Pinnell continuum to plan and deliver teaching points specific to each group’s guided reading level.</li> </ul> <p>* Teachers use Exact Path, Lexia, and iRead to differentiate instruction and provide support in reading instruction.</p> <ul style="list-style-type: none"> <li>•Students are given frequent running records that teachers analyze to plan for instruction.</li> <li>•Students reading below grade level receive a daily intervention lessons from either their classroom teacher, the EL Resource teacher or the Special Education Resource teacher in addition to their regular reading lesson. Teachers also use running record analysis to plan for the intervention based on student need.</li> <li>•In math, teachers check for understanding using the Quick Check RtI component of GoMath to determine who needs additional support in a small group setting. Students can also gain more practice by using the Grab and Go differentiated math centers. Teachers use those for remediation and also to extend learning based on student needs.</li> </ul> <p>* Teachers use Exact Path, MAP Accelerator, and Zearn to differentiate instruction and provide support in Math.</p> <ul style="list-style-type: none"> <li>•Laura Dodge teachers use MAP growth reports from the fall, winter, and spring assessments to differentiate instruction for students. The Learning Continuum provided by NWEA/MAP provides specific teaching points for each student based on the assessment.</li> <li>•Students are invited to attend summer school/ Next Level Learning to receive additional instruction in math, reading, writing, and science.</li> </ul> <p>*Students with chronic behavours are identified and assigned success mentors through MTSS-B Tier-2 Intervention of Check-in/Check-out.</p> <ul style="list-style-type: none"> <li>•Laura Dodge also provides a before school (7:30 to 8:30 AM) Tutoring program. Students receive individualized instruction based on goals from the MAP learning continuum.</li> </ul> <p>-Monthly newsletters are sent home electronically, each newsletter has videos to assist families with accessing and better utilization of digital on-line learning applications for the students one-to-one iPad.</p>	

**3. High quality and ongoing professional development**

<b>3.1</b>	<i>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.</i>
<ul style="list-style-type: none"> <li>•Numerous professional development awareness sessions are offered to teachers and paraprofessionals during whole staff meetings, grade level meetings and individual coaching sessions. Professional development offerings include: Restorative Problem Solving through a book study of Hacking School Discipline, MAP, MTSS-B, SIP plan review and updates, Seesaw training, iRead/Amira/Lexia professional development, Guided Reading, Literacy Strategies, Literacy Rotations, Math Discourse, Math Productive Struggle, Childrens Literacty Intitive, Brain Breaks, Growth Mindset, and Trauma Sensitive Trainng</li> <li>•Omaha Public Schools produces a Best Instructional Practices book that is updated yearly for teachers and administrators use to plan lessons. This book contains sections for setting Clear Learning Goals, Gradual Release of Instruction, Procedures and Routines, Literacy Strategies Across Content Areas, Mathematics, Rigor,</li> </ul>	

Engagement, Differentiation, Assessment/Common Grading Practices, 21st Century Skills, Balanced Literacy, Early Childhood, English Language Learners, Science, Lesson Planning, Super 3 and Big 6 Research and Inquiry, Secondary Look Fors.

- The leadership creates coaching cohorts to coach teachers on high probability instructional strategies taught in PD sessions in order to reinforce the PD taught during training sessions. Each leadership team member strives to coach their assigned teachers at least 30 minutes per week using one of several coaching tools.
- Coaching tools are utilized by administrators to provide immediate feedback to teachers focused on high probability instructional strategies and alignment to the Nebraska Standards. Coaching tools such as reflective planning, 30 second feedback, 5-minute feedback, 5-minute feedback value add, etc. guide conversations with teachers.

#### 4. Strategies to increase parent and family engagement

<b>4.1</b>	<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>
Parents, teachers and students developed the Title 1 compact. All stakeholders review it once a year. It is distributed during Fall parent-teacher conferences.	
<b>4.2</b>	<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>
Parents are involved in the planning, review, and improvement of the Parent Involvement Policy through a variety of opportunities such as Open House, Family Nights, and (typically pre-pandemic) Principal Coffees.	
<b>4.3</b>	<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>
Laura Dodge parents were informed of the Title I parent meeting through an invitation sent home and personal phone calls to attend an on-line parent meeting via TEAMS (typically pre-pandemic these were held in person, and will return to in person in the future).	

#### 5. Transition Plan

<b>5.1</b>	<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).</i>
Each winter Laura Dodge holds a Kindergarten Roundup introducing preschool students to the kindergarten teachers. Parents are given developmentally appropriate activities to help prepare them for kindergarten in the fall. Students who attend preschool at Laura Dodge are encourage to attend preschool summer school to prepare both socially and academically for kindergarten. Students transferring to Laura Dodge, along with their parents meet with the principal to go over the student handbook along with school expectations and discipline guidelines. Students are given a tour of the building and go over a typical day at school. They are escorted to their new classroom and introduced to their new teacher.	
<b>5.2</b>	<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).</i>

Each spring the Guidance Counselor from Laura Dodge and the counselors from surrounding middle schools collaborate to prepare students for the transition from elementary to middle school. Students go on a fieldtrip to their prospective middle school. Each middle school holds Open House events for the parents and students. The elementary guidance counselor delivers middle school transition lessons to the sixth grade students in the spring. Students are also invited to summer school at their prospective middle school.

## 6. Strategies to address areas of need

6.1	<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.</i>
<p>*Summer school/Next Level Learning provides opportunities to remediate and expand student learning. The summer program includes opportunities outside of the regular school year for additional learning, experiences, and project-based learning.</p> <ul style="list-style-type: none"> <li>•Omaha Public Schools provides links via the website to a plethora of resources that students and teachers can access from anywhere that expand learning opportunities for all students.</li> <li>•Our Gifted and Talented staff provide additional learning opportunities for identified students including reading contests, spelling bee, robotics club and contests.</li> <li>•Coaching tools are utilized by administrators to provide immediate feedback to teachers focused on high probability instructional strategies and alignment to the Nebraska Standards. Coaching tools such as reflective planning, 30 second feedback, 5-minute feedback, 5-minute feedback value add, etc. guide conversations with teachers.</li> <li>•After school "Play Days" for soccer, basketball and football provide opportunities that are popular with Laura Dodge students. They address areas of interest outside of the traditional academic focus.</li> <li>•Laura Dodge provides tutoring for students before school two days a week. Grades KDG-5 students were chosen based on MAP data. The tutoring was delivered by certified staff utilizing small groups.</li> <li>•A partnership with Connections through Project Harmony provides the students and families resources for student success through out the year.</li> <li>•Laura Dodge staff annually checks for alignment between the school vision statement and each year's school improvement plan. Laura staff continually seek alignment in all practices to best support student growth and achievement.</li> <li>•Laura Dodge teachers participate in on-going professional development to strengthen their instructional skills to meet the needs of all students. This includes professional development to meet the needs of the whole child (social, emotional, behavioral, physical needs, and academic). During the 2021-22 school year Laura Dodge focused on digital learning resources, Childrens Literacy Initiative, Restorative practices, MTSSB, Postive Feedback, and Trauma and Resiliency.</li> </ul> <p>* In Third grade the students participate in Readers Become Leaders Program offered by UNO, in which students compete by reading books in order to receive a field trip to a baseball game.</p> <p>* Laura Dodge offers an after school program to provide support for students and families, which assists with homework and academic supports. .</p>	