**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: | | | | Druid Hill Elementary School | | | | | | | | |
| County District School Number: | | | | 28-0001-091 | | | | | | | | |
| Building Grade Span Served with  Title I-A Funds: | | | | K-5 | | | | | | | | |
| 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)\_MTSS-B, Dropout Prevention, Science, College to Career\_\_ | | | | |
| School Principal Name: | | | | Cherice Williams | | | | | | | | |
| School Principal Email Address: | | | | cherice.williams@ops.org | | | | | | | | |
| School Mailing Address: | | | | 4020 N. 30 Street, Omaha, NE. 68111 | | | | | | | | |
| School Phone Number: | | | | 531-299-1320 | | | | | | | | |
| Additional Authorized Contact Person (Optional): | | | | Kimberly Hansen | | | | | | | | |
| Email of Additional Contact Person: | | | | kimberly.hansen@ops.org | | | | | | | | |
| Superintendent Name: | | | | Matthew Ray | | | | | | | | |
| Superintendent Email Address: | | | | matthew.ray@ops.org | | | | | | | | |
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| Confirm all Instructional Paras are Highly Qualified according to ESSA. | | | | | | | | | | | | Yes  No |
| The Schoolwide Plan is available to the School, Staff, 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 | | | | | |
| Mr. Crawford  Cherice Williams  Kimberly Hansen  Amy Stanek  Kari Blazek  Melissa Brock  Michaela Harrington  Lauryn Eckel | | | | | | | Parent  Administrator  Instructional Faciliator  Literacy Lead Teacher  3rd Grade Teacher  2nd Grade Teacher  School Social Worker  Guidance Counselor | | | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | | | | |
| Enrollment: 323 | Average Class Size: 16 | | | | | Number of Certified Instruction Staff: 35 | | | | | | |
| Race and Ethnicity Percentages | | | | | | | | | | | | |
| White: 11.8 % | | | Hispanic: 17 % | | | | | | | Asian: 9.3 % | | |
| Black/African American: 53.6 % | | | | | American Indian/Alaskan Native: 1.2 % | | | | | | | |
| Native Hawaiian or Other Pacific Islander: .3 % | | | | | | | | | Two or More Races: 6.8 % | | | |
| Other Demographics Percentages *(may be found on NEP* <https://nep.education.ne.gov/>*)* | | | | | | | | | | | | |
| Poverty: 90.7 % | | English Learner: 22.4 % | | | | | | | | | Mobility: 15.4 % | |

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| Assessments used in the Comprehensive Needs Assessment  (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
| NSCAS | MAP |
| AMIRA | LEXIA |
| NSCAS-ALTERNATE | ELPA |
| SUCCESS MAKER | I-READ |

*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**

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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 curriculum, instruction and assessment decisions.* |
| Druid Hill used the following assessments to modify instruction to meet the needs of students who are failing or at-risk of failing to meet state standards; HMH reading levels, AMIRA/I-READ performance levels, data book(NSCAS data/MAP data), reading and math summative assessments, running records, and MTSS-A fidelity checks. In reference to the above literacy assessments, teachers determined which students were below grade level and began specific planning based on the continuum of learning for literacy. To support math, teachers also planned lessons to support to support students performing below grade level using differentiated math assessment & success maker data. From this work, it is determined what needs to be retaught or extended. MAP data is referenced throughout the year to determine next steps for meeting student needs and determining instructional, professional development as needed. | |
| **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.* |
| Druid Hill utilized the data book to determine next steps for staff development and student learning. The data book provided the leadership team and teachers a direction for selecting/reviewing priority areas to approach in order to meet student needs. During these reviews, all teaching staff participates in discussions that helps to identify the needs and best strategies to be implemented throughout the planning. The data book also includes the results from the parent survey. The survey is offered electronically to parents during spring conferences each year. We also receive parent feedback at our parent breakfasts and family nights throughout the year. In addition, the parent breakfasts allow for immediate feedback to determine next steps to include the support from active parents in the community. | |
| **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.* |
| Druid Hill's School Improvement Plan identifies various strategies and progress monitoring opportunities to validate the application of differentiated instruction. Within our SIP, we've identified goals in the areas of literacy, math, science, academic/behavior management(MTSS-B) and attendance.(SAT calendar) Based upon these targeted areas, the leadership team as well as grade level teams determine the direction and timing for professional development (PD calendar) to aid in the increase of student achievement. | |

**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.* |
| Druid Hill offers numerous opportunities for additional assistance for students at-risk. At the beginning of the year, all certified staff reviewed the SIP and SAT documentation to determine the area(s) of greatest need. Once determined, we created a schedule that would include a literacy lead teacher, counselor intervention, and EL schedule to support instruction. In addition to regular classroom schedule, the literacy lead teacher, guidance counselor, resource teacher, and EL teacher would support classroom instruction through engagement and discussions with students using supplemental materials as well as specific programs to enhance learning and participation. In addition to the above intervention, our staff continuously reviews data to detemine which students would benefit from extended learning opportunities, either through a tutorial and/or next level learning. | |

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

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| **3.1** | *Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.* |
| Druid Hill provides various opportunities for professional development throughout the year. All staff were given a professional book to participate in book readings. Also, District staff led teachers with classroom-specific data to dig deeper into instruction, using other materials, such as the Learning Continuum to enhance instructional planning. Teachers as well as paraprofessionals participated in a CLI training to increase positive relationships within the classroom in order to support the literacy framework. Omaha Public Schools' human resources department, provides training opportunities for all instructional paraprofessionals. Instructional paraprofessionals are also required to participate in one of the state-approved assessments. These documents that list Druid Hill staff and the letter meets the requirement of Rule 10 and ESSA. | |

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

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| **4.1** | *Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.* |
| Druid Hill's staff and parents participated in a joint effort to provide a School-Parent Compact for the school. The compact was discussed at a parent breakfast where it was determined that this compact was a shared responsibility between the staff, parent and student. This compact is included in the Student Handbook, which is distributed in August to every student on the first day of school and reviewed throughout the year. | |
| **4.2** | *Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.* |
| The Title 1 Parent & Family Engagement Policy was created by the district. However, in order to support the policy, it is included in the Druid Hill Student Handbook so that families know they play an integral part in their child's learning. This policy is reviewed and updated at the annual Title 1 parent meeting. | |
| **4.3** | *Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school’s participation in Title I. Provide supporting documentation in the corresponding folder.* |
| The Title 1 parent meeting was held on December 15, 2022. During the meeting, parents were informed of the attendance policy and where/how to access resources as a parent of a child who attends a Title 1 school. Parents were informed of future family events; such as parent breakfasts, family nights(Reading and Math), how to stay involved in the school and student learning. In addition, resources were available from the community to support specific areas of need. | |

**5. Transition Plan**

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| **5.1** | *Please provide a narrative below describing the school’s transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).* |
| Incoming kindergarten students and families attend Kindergarten Roundup. Families participate in an activity where they learn about kindergarten expectations. Parents/guardians complete enrollment paperwork and students are given tools to prepare them for the first day of school. In addition, kindergarten tours are offered. The school counselor facilitates a welcome lesson explaining the role of the school counselor and services available to support their success in their transition.  As students transition to middle school, the elementary school counselor teaches “Middle School Expectations: Understanding the Change”, “Middle School Expectations: Setting Yourself for Academic Success”, and “Middle School Expectations: Social Success”. Druid Hill hosts middle school counselors to register students for the upcoming school year. In addition, the elementary school counselor completes a middle school orientation lesson. | |
| **5.2** | *Please provide a narrative below describing the school’s transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).* |
| As students transition to middle school, the elementary school counselor teaches “Middle School Expectations: Understanding the Change”, “Middle School Expectations: Setting Yourself for Academic Success”, and “Middle School Expectations: Social Success”. Druid Hill hosts middle school counselors to register students for the upcoming school year. In addition, the elementary school counselor completes a middle school orientation lesson. | |

**6. Strategies to address areas of need**

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| **6.1** | *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.* |
| Druid Hill offers after school tutoring to support reading and math standards for grades kindergarten through fifth. Tutoring is provided by Druid Hill teachers. CLC is an after-school program that includes daily activities of learning and enrichment. CLC students participate in a Readers to Leaders program and are offered homework help. Enrichment opportunities include cooking club, robotics, and STEM. Summer school is also offered for students that are below grade level in reading and/or math. | |

**7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds**

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| **7.1** | *Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)* |
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