

# 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:	Druid Hill Elementary
County District School Number:	28-0001-091
School Grade span:	Head Start-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 checked="" type="checkbox"/> Other (Specify)_Science and MTSSB__
School Principal Name:	Cherice Williams
School Principal Email Address:	cherice.williams@ops.org
School Mailing Address:	4020 N 30th St. Omaha, NE 68111
School Phone Number:	402-451-8225
Additional Authorized Contact Person (Optional):	Mandy Moraine
Email of Additional Contact Person:	mandy.moraine@ops.org
Superintendent Name:	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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Lynn Jackson Cherice Williams Kari Blazek LaTosha Washington Chip Stanczak Shelbi Whitcomb Mandy Cordoba Mandy Moraine Casey Fagan Melissa Brock  _____	<u>Parent Administrator</u> 3rd Grade Teacher 5th Grade Teacher Counselor School Social Worker Assistant Principal Instructional Facilitator Kindergarten Teacher 2nd Grade Teacher  _____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
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: 0.3 %	Two or More Races: 6.8 %	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 90.7 %	English Learner: 22.4 %	Mobility: 15.4 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	<b>MAP Growth</b>
<b>NSCAS-ALT</b>	<b>ELPA</b>

*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**

<b>1.1</b>	<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>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; Fountas and Pinnell reading levels, Data Book (NSCAS Data and MAP Data), Reading and Math Summative assessments, Running Records, and the MTSS-A Fidelity Check. In reference to the Fountas and Pinnell reading levels and running records teachers determined which students were below grade level and began specific planning based on the Continuum of Learning for Literacy. Teachers follow a protocol for examining student assessments. 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.</p>	
<b>1.2</b>	<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>Druid Hill utilized the Data Book to determine next steps for staff development and student learning. The Data Book provide the leadership team and teachers a direction for selecting/review priority areas to approach in order to meet all 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 climate survey. The survey is offered electronically to all parents during Spring Parent Teacher Conferences each year. We also receive parent feedback at our Principal Coffee meetings and family nights throughout the year.</p>	
<b>1.3</b>	<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>Druid Hill's School Improvement Plan identifies various strategies and progress monitoring opportunities to validate the application of differentiated instruction. Within our school improvement plan, we've identified goals in the areas of language arts, math, science, and academic/behavior management(MTSS-B). Based upon these targeted areas of instruction, 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.</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>Druid Hill offers numerous opportunities for additional assistance for students at-risk of the meeting the challenging state academic standards. At the beginning of the year, leadership and teachers review the SIP plan and SAT documentation to determine the area(s) of greatest need. Once determined, we created a schedule that would include a reading interventionist, counselor intervention, LLI schedule and EL schedule to support instruction. In addition to the regular classroom schedule, the reading interventionist, counselor,</p>	

resource teachers and EL teacher would support classroom instruction through engaging in discussions, with students using supplemental materials as well as specific programs to enhance learning and participation. In addition to the above interventions, our staff continuously reviews data to determine which student would benefit from extended learning opportunities, either through a tutorial program and/or summer school.

**3. Qualifications of instructional paraprofessionals**

<b>3.1</b>	<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>
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. High quality and ongoing professional development**

<b>4.1</b>	<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>
Druid Hill teachers continuously review data to determine the targeted area of need. While reviewing student work and the use of data, we’re able to select the plan of study for teacher effectiveness. Throughout the course of the year, as we review standards to be met, we select areas of study, such as a review of student work for discussion and collaboration, math discourse, small/whole group instruction, goal-setting, productive struggle, reading academic vocabulary, comprehension and fluency, grading, independent writing/reading opportunities, and numerous of activities to guide student engagement. With a regular review of the SIP goals, as a leadership team, we determine the next steps to guide instruction for all students at-risk of failing to meet state standards.	

**5. Strategies to increase parental and family engagement**

<b>5.1</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>
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 at the fall Family Night.	
<b>5.2</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>

<p>The Title 1 Parent &amp; 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 integral part in their child’s learning. This policy is reviewed and updated at the annual Title 1 parent meeting.</p>	
<b>5.3</b>	<p><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></p>
<p>The Title 1 parent meeting was held on October 2, 2019. 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 night(Reading), grandparent ice cream social, how to stay involved in the school/learning, as well as resources for certain areas of need.</p>	

**6. Transition Plan**

<b>6.1</b>	<p><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>
<p>At Druid Hill, we hold a Kindergarten Round-up event for incoming students to our school. The families register their students with appropriate paper work, visit the classroom, and receive a packet of information that includes a list of ways that will help them be ready for kindergarten. When we receive a new student in the middle of the year, the office provides a student ambassador to provide a tour of the building and he/she takes the family to meet the new teacher. The teacher then assigns a student to be a partner to help acclimate the new student.</p>	
<b>6.2</b>	<p><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>When students are preparing to leave Druid Hill to enter middle school, our counselor coordinates visits for the middle school counselors to come to Druid Hill. The middle school counselors introduce themselves to the students who will be attending their school and supports them in setting up their schedule for the upcoming year; hence, providing a sense of comfort for entering the middle school years.</p>	

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

<b>7.1</b>	<p><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>
<p>At Druid Hill, tutoring is offered on Tuesdays and Thursdays after school. Tutoring is provided by a few of our own teachers. CLC is an after-school program that includes daily activities of learning and enrichment. 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.</p>	

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

<b>8.1</b>	<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>Druid Hill’s federal, State and local funds are coordinated and integrated to meet student needs and support student achievement in all academic areas for all students. The general budget supports instructional supplies and/or manipulatives, both certified and classified staff, and the functions of the building. The Title 1 budget supports extended-learning opportunities, such as professional development trainings, summer school, technology and tutoring. The Title 1 funds and Popeye’s also supports through purchases of supplemental materials.</p>	