**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: | | | | Field Club Elementary | | | | | | | | |
| County District School Number: | | | | 28-0001-097 | | | | | | | | |
| School Grade span: | | | | PK-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)\_     \_\_ | | | | |
| School Principal Name: | | | | Jeffrey Rotherham | | | | | | | | |
| School Principal Email Address: | | | | jeffrey.rotherham@ops.org | | | | | | | | |
| School Mailing Address: | | | | 3512 Walnut Steet  Omaha, NE 68105 | | | | | | | | |
| School Phone Number: | | | | 531-299-1380 | | | | | | | | |
| Additional Authorized Contact Person (Optional): | | | |  | | | | | | | | |
| Email of Additional Contact Person: | | | |  | | | | | | | | |
| 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 |
| Confirm Schoolwide Plan will be available to the School District, 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 | | | | | |
| Anna Dinslage  Mary Griger  Jeffrey Rotherham  Nicole Darnold  Katie Krause  Nancy Meza | | | | | | | Parent  Administrator  Assistant Principal  Instructional Facilitator  After School Director  Parent/Before School Director | | | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | | | | |
| Enrollment: 595 | Average Class Size: 21 | | | | | Number of Certified Instruction Staff: 42 | | | | | | |
| Race and Ethnicity Percentages | | | | | | | | | | | | |
| White: 14.5 % | | | Hispanic: 74.2 % | | | | | | | Asian: 1.7 % | | |
| Black/African American: 6.8 % | | | | | American Indian/Alaskan Native: 0.7 % | | | | | | | |
| Native Hawaiian or Other Pacific Islander: 0.2 % | | | | | | | | | Two or More Races: 2.0 % | | | |
| Other Demographics Percentages *(may be found on NEP* <https://nep.education.ne.gov/>*)* | | | | | | | | | | | | |
| Poverty: 80.6 % | | English Learner: 49 % | | | | | | | | | Mobility: 11.9 % | |

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| Assessments used in the Comprehensive Needs Assessment  (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
| NSCAS | MAP |
| MTSS-B Self Assessment Survey | Climate Survey |
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*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**

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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.* |
| In the fall, staff collaborated to critically view and analyze longitudinal MAP data by subgroups. Student data was disaggregrated by subgroups and used to make informed, instructional decisions, with an emphasis on meeting the educational needs of historically underserved populations. Staff utilized p.1 and p.2 in the Field Club Data Book, ELPA testing information and fall MAP scores. We found that EL subgroups were showing less growth as compared to the other subgroups. Staff identified areas of strength at each grade level, and teachers in that grade level reflected on what practices made that area so effective. Staff also identified areas of need at each grade level, and teachers collaborated to brainstorm ideas to address the needs. Teachers celebrated their growth from the previous year, and identified areas of largest and smallest growth for future planning. A draft of Field Club's SIP plan was developed over the summer by the building's Instructional Leadership Team. The SIP plan was consistently revisited using the most recent data and reflection. Field Club's Instructional Facilitator attends district Academic Data Representative meetings, where she gains additional ideas on how to effectively analyze and plan through the use of this data.  Evidence includes: Field Club Data Book (p.1-2), Grade Level Meeting  Agenda and Sign-In sheet, EL Data Dig Ppt, Field Club SIP and PD plan  Student Achievement data was examined from multiple sources:  1. Fall, Winter and Spring MAP/NSCAS Growth Data Grades K-5  2. NSCAS Grades 3-5 (Reading, Math, Science-5th grade only)  3. InView aptitude test Grade 2  4. District Wide Common Math, Science, and English Language Arts Assessments  Other data was also examined from the following sources:  1. Field Club Climate Survey (Student, Parent, and Staff results) Field Club Data Book p.9-12  2. Discipline Data (Grades K-5) Field Club Data Book p.11  3. Demographic Data (Grades K-5) Field Club Data Book p.2 | |
| **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.* |
| Each month a newsletter is sent via email to all families. In this newsletter, families are encouraged to reach out to the school with feedback or concerns. In addition, monthly Coffee with the Principal meetings are held to keep families engaged to the daily work of the school. Feedback is sought from families in the areas of things going well, improvements that could be made, and a staff member that the parent/guardian  would like to highlight. In addition, a yearly building climate survey is administered to parents. This climate survey provides parents an opportunity to rate their agreement with several statements regarding school climate, communication, instruction, support staff/services, safety/discipline, and principal/adminstration. The climate survey is administered electronically via email link. The web link and QR code was sent home with families during parent/teacher conferences. Within the school's monthly newsletter, the link is also provided. The completed surveys are submitted to Research where the data is compiled and returned to the school. The results of the feedback and climate surveys were used to educate staff on family and community perceptions of Field Club Elementary. The parent responses on the building climate survey were more positive overall, than the staff and student responses; this prompted a focus on building a positive climate and building trust among the staff. Family events held or are scheduled to be held include: Back to School Night, Open House, Title 1 Reading and Wellness Night, Winter Program, Title 1 Math and Science Night and Monthly Coffee with the Principal Events.  Evidence includes: Field Club Data Book p.9-12, Family Input Link, Parent Voice QR Code (English and Spanish), Title 1 Parent Meeting, Coffee with Principal Sign-In sheet, Sample Title 1 Feedback Forms | |
| **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.* |
| The School Improvement Plan identifies professional development and support provided focusing on our SIP  goals of differentiated instruction, alignment to content standards and guarnteed and viable curriculum and learning goal in all content areas. This professional development and support is ongoing. Professional development sessions for all mentioned areas were provided at staff meetings by teachers, building leadership, and instructional coaches. Guidelines for how this would look in practice were developed through professional development and collaboration during staff meetings and Grade Level Meetings. Further support was given via coaching visits. The professional development schedule shows an actual account of professional development provided aligning with the School Improvement Plan (SIP). The strategies and resources provided were in alignment with the Best Instructional Practices Handbook and the Omaha Public Schools Strategic Plan of Action. These areas were chosen by staff as areas of high student need through School Improvement Plan.  Evidence includes: Field Club SIP, Field Club Coaching Schedule, SIP Coaching Form, Field Club Professional  Development Plan, Best Instructional Practices Handbook and OPS Strategic Plan of Action | |

**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.* |
| Ongoing professional development is provided to staff focusing on the School Improvement Plan goals. The  district Best Instructional Practices Handbook is reviewed, discussed, and strategies are implemented that  target all students, as well as specific subgroups such as special education and English Language Learners. Our  instructional coaching centers around the strategies in this book.  The tutoring program provides tutoring for students in grades kindergarten through fifth after school in the areas of reading and math. These students are identified by teachers as high need students in these academic areas. Field Club also has a gifted and talented teacher who works with this group of students weekly to further their academic progression. The Student Assitance Team process is initiated for students with academic concerns. This process assembles a team of staff to meet with the parents to discuss student strengths, concerns, and to determine interventions for increased achievement. It also entails progress monitoring through the use of data collection directly related to the academic and/or behavior goals set for individual students. Staff also review data in the fall, winter, and spring after MAP testing. This information is used to develop whole group instructional goals and small group formats. Our Completely Kids after school program also provides time and assistance to complete homework. In addition, the staff works on vocabulary sight words and basic math facts with students. They also provide multiple field trips and guest experiences in the areas of math, science technology, and engineering. Partnership 4 Kids, a mentoring program, provides Goal Buddies who meet with our fifth grade students multiple times throughout the year to discuss progress on meeting goals. The Partnership 4 Kids goal buddies that are assigned to our kindergarten through fourth grade classrooms also meet with students through a whole group read aloud format. We have a Social Worker and and two Guidance Counselors onsite who both meet with small groups and individual students based on need. Additionally, primary students have the opportunity to take home a book on their individual level nightly through the DIBS program. These books are high interest and are available in both English and Spanish  Evidence includes: Field Club SIP, OPS Best Instructional Practices Handbook, SAT referral form, P4K calendar, map data dive, data dig sheets, coaching schedule, coaching forms, data dig sheets, DIBS Class List, Completely Kids Data, Grade Level Meeting Sign In, Tutoring Attendance | |

**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.* |
| The Field Club Elementary professional development plan, in collaboration with the OPS Strategic Plan of Action, focuses on current best educational practices that strengthen the teaching skills of staff and are aligned with our school improvement plan, resulting in higher achievement for our students. Within the school environment, in-services are held in a variety of venues: staff meetings, grade level meetings, inservice days, and during the summer. District professional development is offered quarterly and during the summer for both grade level and schoolwide needs.  In the fall, staff collaborated to critically view and analyze longitudinal MAP data by subgroups. Student data was disaggregrated by subgroups and used to make informed, instructional decisions, with an emphasis on meeting the educational needs of historically underserved populations. Staff utilized p.1 and p.2 in the Field Club Data Book, ELPA testing information and fall MAP scores. We found that EL subgroups were showing less growth as compared to the other subgroups. Staff identified areas of strength at each grade level, and teachers in that grade level reflected on what practices made that area so effective. Staff also identified areas of need at each grade level, and teachers collaborated to brainstorm ideas to address the needs. Teachers celebrated their growth from the previous year, and identified areas of largest and smallest growth for future planning. A draft of Field Club's SIP plan was developed over the summer by the building's Instructional Leadership Team. The SIP plan was consistently revisited using the most recent data and reflection. Field Club's Instructional Facilitator attends district Academic Data Representative meetings, where she gains additional ideas on how to effectively analyze and plan through the use of this data.  In addition, monthly paraprofessional meetings are held to discuss pertinent topics and professional development. Some of the professional development over the last few years for paraprofessionals has included: Building wide MTSSB procedures and routines implementation and sustainability, and Student Improvement Plan Goals.Paraprofessionals meet the ESEA requirements and are included in professional development provided to other staff members. They are provided on-going training specifically designed for paraprofessionals. In the fall, all paraprofessionals are provided with his/her schedule, duties, and responsibilities within a folder. The schoolwide plan is presented to them at this time and their input is seeked. They discuss how they could best support the goals of the plan.Field Club paraprofessionals support the classroom teachers with instructional duties. At least 90% of their time is spent working with students. They work individually with students, as well as small groups. They organize and maintain the schoolwide take home book program called DIBS in their assigned classrooms. The appropriate use of paraprofessionals provides wonderful opportunities for differentiation of instruction and the individual attention that benefits all children. The remaining 10% of the time may be spent preparing and organizing materials for upcoming lessons. The use of a daily list of duties is encouraged so that the paraprofessionals are aware of changes in the routine and each teacher’s expectations.  Evidence includes: Field Club staff DIBS roster, para meeting sign-in sheets, para meeting agenda, SIP Plan, PD Plan, OPS Strategic Plan of Action, Grade Level Meeting Agendas, ELPA data, Field Club Data Book | |

**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.* |
| The Field Club Title 1 Family Compact is located on p. 7 of the Field Club Student Handbook. Both English and Spanish versions of the handbook are available to families. This handbook is given to every student's family at the start of the school year. At conferences, a copy of the compact is provided to parents in both English and Spanish. Family feedback is sought after during this time. In addition, parents were provided the opportunity to provide feedback, concerns, and/or suggestions for revisions to the compact on March 11, 2022 during the Title 1 Parent Meeting. The compact addresses the on-going partnership for high student achievement. Each person's responsibilities are carefully monitored by the staff.  Evidence includes: Field Club Handbook, Title 1 Parent Meeting agenda & Input Form, Title 1 Parent Meeting sign-in | |
| **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 Field Club Title 1 Parent and Family Engagement Policy is located on p. 5 of the Field Club Student Handbook. Both English and Spanish versions of the handbook are available to families. This handbook is given to every student's family at the start of the school year. At conferences, a copy of the Parent and Family Engagement Policy is provided to parents in both English and Spanish. Family feedback is sought after during this time. The Title 1 parent meeting was held on Friday, March 11, 2022 from 9:15-10:00 during our monthly Coffee with the Principal meeting. These monthly meetings provide a platform for parents and building adminstration to discuss upcoming events, parental involvement and pertinent information. At this meeting, parents were information that Field Club is a Title 1 school, shared the requirements of Title 1, and the right of parents to be involved. The Parent and Family Engagement Policy and School-Parent Compact were reviewed. Translation was provided by Field Club's Bilingual Liaison. In addition, Spring conferences were used to allow parents to review and provide feedback on Field Club's Parent and Family Engagement Policy and the Field Club's School-Parent Compact.  Evidence includes: Combined Policy, Combined District Family Engagement Policy, Field Club Student Handbook, Title 1 Parent Meeting agenda & Input Form, Title 1 Parent Meeting sign-in | |
| **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 Friday, March 11, 2022 from 9:15-10:00 during our monthly Coffee with the Principal meeting. These monthly meetings provide a platform for parents and building adminstration to discuss upcoming events, parental involvement and pertinent information. At this meeting, parents were information that Field Club is a Title 1 school, shared the requirements of Title 1, and the right of parents to be involved. The Family Engagement Policy and School-Parent Compact were reviewed. Translation was provided by Field Club's Bilingual Liaison. In addition, Spring conferences were used to allow parents to review and provide feedback on Field Club's Parent and Family Engagement Policy and the Field Club's School-Parent Compact.  We utilize a variety of methods to engage parents in their child(ren)'s education and partner with us as we do so. Everything is completed in a bilingual format. Besides monthly newsletters, we employ the use of School messenger, a tool allowing for phone calls to be pushed out to all families in English and Spanish. Parents have the opportunity to attend various family nights throughout the year. This year, family involvement opportunities have/will include: Literacy Night, Math and Science Night, Fiesta Night, and PTO meetings  Teachers are encouraged throughout the year to make phone calls, send notes home and email parents with student's progress. In addition, we utiize Class Dojo as a means to communicate and collaborate with families. Teachers also utiize parent/teacher conferences as a time to report student strengths, areas of need, and student artifacts.  Evidence includes: Title 1 Parent Meeting agenda & Input Form, Title 1 Parent Meeting sign-in, Class Dojo Picture, Monthly Newsletter Picture, Literacy Night Flyer | |

**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).* |
| Field Club Elementary hosts a Kindergarten Round Up annually to support families in the transition of their  children into kindergarten. Parents are informed of this event via the monthly school newsletter, flyers, district notifications and social media posts. At Kindergarten Round Up, a powerpoint is presented that includes staff introductions, daily schedule information, transportation information, health information, ways to help prepare students at home, as well as an introduction to kindergarten expectation and tasks. This presentation is given by the principal, school nurse, kindergarten teachers, counselor, social worker and is translated by the Bilingual Liaison. During a portion of the meeting, incoming kindergarteners visit the kindergarten classrooms and complete and activity with the class. Parents visit the classrooms after the meeting is over. At Back to School Night in the fall, parents are given further expectations for kindergarten. In addiiton, during the last few weeks of the school year, pre-kindergarten students are invited to visit kindergarten classrooms during an event called "Move Up Day". This provides our students the opportunity to hear and learn about kindergarten, meet the teachers and ask questions about the next school year.  Evidence includes: District Kindergarten Round Up Information, Kindergarten Round Up Ppt., Kindergarten Checklists | |
| **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).* |
| The school guidance counselor plans intentional lessons to help students transition from elementary to middle  school. These plans include college and career awareness, as well as integration of vocational and technical  education programs. Fourth and fifth graders develop a Personal Learning Plan during guidance which focuses  on personal goal setting. The guidance counselor also plans lessons that focus on helping the students  understtnad their personality and learning styles, and how this can help them be successful in middle school.  the student also participate in "how to" lessons covering the following topics: how to open a combination lock,  how to transition from class to class, how to get and stay organized, how to make new friends, and how to use  an agenda to stay on top of homework and expectations. Middle school counselors visit the current fifth grade students to share information and answer questions about scheduling, activities/clubs, sports, academic expectations, etc. that the students have about middle school. The students also meet with middle school counselors to register for classes for the upcoming school year.  In addition, families have opportunities to visit middle schools throught the OPS middle school open house process. Flyers for the middle school summer transition program are handed out to parents of students at Spring Parent Teacher Conferences. District AIF forms are completed in the spring to provide middle school teachers background information on student progress and interests. Incoming middle school students are also invited to a Welcome Camp at the end of July to help ease the transition process.  Evidence Includes: Middle School Open House calendar, middle school registration calendar, transition lessons, NLL info/Welcome Camp dates & times | |

**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.* |
| Academic support is one way that the amount and quality of learning time is increased during the school day.  Paraprofessionals are staffed full time in our pre-kindergarten, kindergarten, first grade and resource classrooms. Second through fifth grade classrooms have paraprofessional support as well, but not full-time in each classroom. These paraprofessionals work with students both one-on-one and in small groups on academic skills. Our Completely Kids before & after school program also provides time and assistance to complete  homework. In addition, the staff works on vocabulary sight words and basic math fact skills with students.  They also provide multiple field trips and guest experiences in the areas of math, science technology, and  engineering. In addition, we offer an after school tutoring program for our kindergarten through fifth grade students from November through March. Select Field Club students also attend Next Level Learning (NLL), a summer school program, yearly. NLL is an extended learning opportunity for students in PK-5th grade. The program allows students to continue to work toward proficiency in the areas of Math and Reading while also providing enrichment activities. The program is fully staff by current Omaha Public School teachers.  Evidence includes: NLL student list, Completely Kids snapshot, tutoring attendance | |