

# 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:	Fontenelle Elementary
County District School Number:	28-0001-101
School Grade span:	Pre-K to 5th 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 type="checkbox"/> Yes <input checked="" 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) <u>EL Student Growth</u>
School Principal Name:	Jeona Jensen
School Principal Email Address:	jeona.jensen@ops.org
School Mailing Address:	3905 N. 52nd St. Omaha, NE 68104
School Phone Number:	531-299-1420
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Matthew Ray
Superintendent Email Address:	matthew.ray@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> (include staff, <i>parents</i> & at least <i>one student if Secondary School</i> )	<u>Titles of those on Planning Team</u>
Heather Rogers-Principal	<u>Parent</u>
Danielle Bachmann-Instructional Facilitator	<u>Administrator</u>
Cheryl Prine-AP	Heather Rogers-Admin. Principal
_____	Cheryl Prine-Admin. AP
_____	Lindsay Stepanek-Parent
_____	Eve Hil-Parent
_____	Haskel Lee-Parent
_____	Lauren Vinston-Parent
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<b>School Information</b> (As of the last Friday in September)		
Enrollment: 524	Average Class Size: 18	Number of Certified Instruction Staff: 44
<b>Race and Ethnicity Percentages</b>		
White: 12.8 %	Hispanic: 10.1 %	Asian: 30.9 %
Black/African American: 37.6 %	American Indian/Alaskan Native: 0.6 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 8 %
<b>Other Demographics Percentages</b> (may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a> )		
Poverty: 92 %	English Learner: 30 %	Mobility: 8.5 %

<b>Assessments used in the Comprehensive Needs Assessment</b> (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
<b>NCAS</b>	
<b>MAP</b>	
<b>Parent Climate Survey</b>	
<b>Turnaround Parent Survey Information</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>	<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>Fontenelle uses our CSI plan that was established from three years ago as our "Northern Star" along with our SIP at a Glance. Our building focus is literacy within academics, and relationships/with families and communication. Our data that guides our instruction comes from various sources and is checked often in different ways-NSCAS, MAP, Amira, Unit Assessments, Climate Surveys, Parent Need Assessment, and other observational means in the classroom. This data we gather from several different data points determines our next steps and ways we may need to adjust instruction. We look at data points from MAP and Amira as baseline when we begin. Then we look at the ways in which instruction occurs and how we collected data on student performance-in assessments modules, units, and daily checks for understandings. With staff/teacher we collect data on our Fontenelle Top 10 to Win-Academic and Building Focus. With the findings of both students and staff this drives our decisions with planning, curriculum, instruction and assessments. At Fontenelle we do weekly Literacy planning with each grade level and focus on backwards planning with the entire team present looking at data, planning, collaborating, with whole group instruction and interventions.</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>Fontenelle has a Climate Survey that is given to parents during parent/teacher conferences (this is district wide). Families come in for conferences and then they are encouraged to take the Climate Survey for feedback. Parents login and start the survey with a link-provided by district. This survey information is shared later in the school year. In Data Book-see pages 11 and 12. Fontenelle has also gathered data from a sample of parents who agreed to be asked questions about Fontenelle and specific needs since we are also a district Turnaround school (one of three in district). This survey was done without the Principal present and were asked specific questions that would help guide with the needs of families and have a baseline of where we are at and where we need to go. This survey is located in the file as well. With the results and input from parents we have worked on our building wide MTSS-B Focus-Be Respectful, Be Responsible, and Be Safe, Communication-in person (especially conferences and attending) and digital with Dojo and Teams.</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>Fontenelle has a SIP at a Glance and our full CSI Plan in the file. Knowing our students have been performing mostly below average our focus in the classroom is Literacy. All ELA instruction for ALL grades are taught in the morning. We utilize the viable district curriculum HMH and also have a weekly added Literacy Block in which teams backwards plan with our Literacy Team. We have different strategies and utilize Children's Literacy Initiative for our Primary Grades. Reading Recovery has started at Fontenelle and our focus is on 1st grade. We have a Reading Recovery Specialist and a Reading Specialist that work with K, 1st, and 2nd grade students who are at the lowest level. They work one on one with student on early reading skills. Instruction is key and that is the focus in what we do. On our SIP at a Glance we follow the strategies listed. Based on specific academic data and observational data. Staff are intentionally planning and utilizing gradual release of</p>	

instruction with intentional checks for understanding within lessons. Different means of checking for understanding \*individually, pairs, groups, or whole class)-verbally, written, or by physically showing and explaining a concept.

## 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.*

Fontenelle has different ways to support students with extra opportunity to learn and achieve. The past two years we have offered Next Level Learning during the summer. We have specifically targeted students and have had it open to students too. Our targeted students were based on MAP scores, EL, and Comp Sped S services. Next Level Learning is offered here on site at Fontenelle both June and July. We are the host site for other schools. During conferences we sign up our students for NLL. We reach many students with our NLL opportunity and sign up due to HIGH CONFERENCE percentages-in folder. Our EL students get added support with small groups and extra ELA instruction. Teachers work on specific interventions during intervention of Math and Reading in the classroom. Specific interventions are based on students' need. We also support with the use of Amira and Lexia for Literacy and ZEARN and MAP Accelerator. Reading Recovery is also implemented for our Tier II to Tier III students BEFORE any SPED. Teachers and support staff collect academic and behavioral data on students at risk and implement interventions prior, after that we begin the SAT process. This is for students that are at risk and in classroom interventions have not had the gains expected. The SAT process includes many support staff, instructional staff, and family-example is in file.

## 3. High quality and ongoing professional development

**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.*

At Fontenelle we determine next steps that are data driven. This applies to both students and staff at Fontenelle. We meet weekly with Literacy Planning and grade levels-schedule attached. During this time teachers are lead by our Literacy Team-Early Literacy Lead and Instructional Facilitator. Admin supports. Grade Level Meetings occur two times the month. During this time we follow our "Northern Star" our CSI plan and the end goal. PD schedule is attached and in the file. Based on data-behavior or academic this drives our PD's. We have a plan for the year, but of course we adjust, just like you do in your classroom. Our Instruction Leadership Team was created to support teams and represent the needs. We meet monthly with Instructional Leads to discuss strategies or needs.

## 4. Strategies to increase parent and family engagement

**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.*

Fontenelle School Parent-Compact was developed by the school with specifics from the feedback of our community, families, and staff. Our compact is in our school handbook for Fontenelle and shared each year. This year it was pushed out electronically onto iPads that each student has 1:1. This was shared, shown-reviewed, and discussed with families during Open House and Fall Conferences. Fontenelle's compact contains how we the parents, and the entire school staff share the responsibility for improved student academic

achievement. This is reviewed at both Parent Teacher Conferences Fall (intro) and Spring (review) with families. The School Parent Compact can be found in our handbook-it is on pg. 7 within the file.	
<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>
This is in our Fontenelle Handbook pages-4, 5, and 6. It follows the district example and is included in our handbook each year for our families and students.	
<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>
Fontenelle decided to have our parent/family meeting during our parent/teacher conferences and opened it up to all families. The meeting was held in the evening for our families and at the same time for the hope of more families attending due to conferences. Information was shared through our handbook and the Title I policy. Background information was shared with families to understand what Title I means in a positive light for families. Input was given from parents and families on our plan along with the meaning of being a Title I building. Turnout was not as high as we would of hoped and this is in review. Parents were very much within the knowledge and understanding area of what this was. In reflection we will share more details and information to families as a next step. Agenda and sign in is included in the 4.3 folder.	

## 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>
Fontenelle has two major events for families that transition into our school at the beginning of Pre-K and Kindergarten. Families are allowed to tour and see rooms as well as sign up or enroll online through the district site. Information was shared through newsletters and our mass distribution communication-Blackboard messages-text, email, and phone. Families are encouraged to come to the building and see classrooms along with rotating sessions of students in those grade levels learning within a typical day. They tour multiple classrooms in Pre-K and K on specific dates. After the tours they are able to sign up on our site either at home or with the help of staff with laptops available. If we have new families entering our Home Attendance Area we offer for families to come to the building after proper enrollment procedures at our Teacher Administrative Center. When families come to Fontenelle we provide tours for families of our building, the Fontenelle Handbook, and have a welcoming member from our Leadership Team share, tour, and explain our story and building wide procedures for family-such as drop off before arrival time, VIP car pick up, and MTSS B procedures for the building. Please refer to the documents in 5.1 file for Pre-K and Kindergarten Round Up.	
<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>
Fontenelle has implemented a two part school-wide transition for our 5th grade students transitioning into middle school. Our intermediate counselor provides lessons (3) on what to expect when you attend middle school. Many students feel anxiety over lockers. Our counselor includes the lesson on lockers and brings actual lockers to students during this lesson for students to practice with handson. Other lessons include areas to ask questions about middle school, and how to deal with change. We are also implementing (since COVID restrictions have changed for visitors) an actual visit to our feeder middle school for students. They will get to	

see the school and students in action and eat lunch. This is to help solidify what a typical day looks like, answer questions, make early connections with students and staff, and alleviate stress for our transitioning 5th grade students at Fontenelle. Please see documents in folder 5.2 for clarification.

## 6. Strategies to address areas of need

**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.*

Fontenelle provides the opportunity to participate in small group learning within intervention time for both Math and Reading during the school day. We also have Reading Recovery for students who are targeted and not making sufficient progress with an emphasis in 1st grade students. This is intensive reading work with phonemic awareness, phonics, fluency, and comprehension with controlled text from our three Reading Specialists during the school day. Next Level Learning (Summer School) is offered to specifically targeted students based on need first. MAP data, EL, and Comp. SPED services are the top three criteria. Next Level Learning has been offered on site at Fontenelle the past two years (we are also a host building for two other schools in OPS). Students are targeted at conference time to sign up with the help of the classroom teacher explaining their options. After the initial targeted list of students it is opened up to the next tier of students based on need from the same criteria. Next Level Learning is offered to students based on the amount of instructional staff available to teach. Fontenelle recruits both certified and classified staff for NLL. June is all day from AM to PM and July is AM only. There are opportunities throughout the NLL school day for remediation and on grade level instruction. STEM activities are also incorporated. Please refer to documents in file 6.1