

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: | Gifford Park Elementary School |
| County District School Number: | 28-0001-227 |
| School Grade span: | PK-6th 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 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)_Parent involvement__ |
| School Principal Name: | Kimberly Jones |
| School Principal Email Address: | kimberly.jones@ops.org |
| School Mailing Address: | 717 North 32 Street Omaha, NE. 68131 |
| School Phone Number: | 531-299-2040 |
| Additional Authorized Contact Person (Optional): | Stephanie Noehren |
| Email of Additional Contact Person: | Stephanie.noehren@ops.org |
| Superintendent Name: | Cheryl Logan |
| Superintendent Email Address: | cheryl.logan@ops.org |
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| 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 & at least one student if Secondary School)</i> | <u>Titles of those on Planning Team</u> |
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| Danielle Morris | <u>Parent</u> |
| Traci Fierro | <u>Administrator</u> |
| Sara Lahmann | Kimberly Jones |
| Mary Thomas | Bren DuVall-parent |
| Allison Barry | _____ |
| Stephanie Noehren | _____ |
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| School Information <i>(As of the last Friday in September)</i> | | |
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| Enrollment: 368 | Average Class Size: 23 | Number of Certified Instruction Staff: 32 |
| Race and Ethnicity Percentages | | |
| White: 20 % | Hispanic: 26 % | Asian: 20 % |
| Black/African American: 26 % | American Indian/Alaskan Native: 4 % | |
| Native Hawaiian or Other Pacific Islander: .005 % | | Two or More Races: 4 % |
| Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i> | | |
| Poverty: 82 % | English Learner: 38 % | Mobility: 13.75 % |

| Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i> | |
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| NSCAS (3-6) | Amira-(K-3) |
| MAP-winter-fall-spring | iRead |
| Lexia | ELPA-ESL program |
| MAP Accelerator-identified grades | Attendance data and behavior data |

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 | <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>A variety of data is to identify student needs to include: attendance data, MTSS-B data (behavior), MAP data, NSCAS data, Lexia, Amira, MAP Accelerator, Zearn, running records, student academic grades, ELPA, and we identified students who lost learning due to number of weeks fully remote for the 2020-2021 school year to create interventions for these students. We use a triangulation of data to identify students who need additional support to increase student achievement through small group interventions, afterschool tutoring through Creighton tutoring program and staff tutoring, those who need TEAMS mentoring, attendance mentoring through Success Mentors, and additional technology intervention programs. SAT (Student Assistance Team) meetings are held for students experiencing challenges with behavior or academics to create a plan to meet the needs of the student. These are ongoing at begin with a grade level SAT, followed by a team SAT, and monitoring of interventions put into place.</p> <p>Documentation: Attendance meeting minutes, Creighton tutoring information sample, Data Book, Strategic school tutoring letter, data of students who participated in remote learning for the majority of the 20-21 school year, initial planning for students who were mainly remote during 20-21, grade level data meeting agendas. GP MAP data, Compensatory Special Ed identification, Lexia, Technology intervention tracking, MAP data from fall to winter to monitor growth. **Most PD and meetings were held on TEAMS-attendance was taken at all grade level and staff trainings.</p> |
| 1.2 | <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>Three meetings were held to gather parent/community input regarding school needs-one at our monthly PTO meeting, review at our Fall Family nnight, and one at our Open House in September to share key Title 1 documents and share that we are a Title 1 school. Verbal feedback from parents occurred at our PTO meeting and a survey was completed by families at our Fall Family Night. A climate survey is sent out through our district annually, which is found in the schoold data book-pg. 9.</p> <p>Documentation: Parent survey, PTO agenda, Family Night sign in, Open House passport with "stop" for Title 1 parent meeting, Open House sign in, climate survey (pg. 9 data book.).</p> |
| 1.3 | <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>Professional Development is provided to staff through two grade level meetings per month and two staff meetings per month. In addition, the district has provided staff professional development to staff on literacy, technology, math, trauma, SEL, Early Childhood and additional professional development for our paraprofessionals and other staff members. The SIP plan and professional development plan was created based on identified student needs. Common daily schedules are developed with teachers to identify specific intervention times and interventions that are to occur throughout the day. Tutoring by teachers and Creighton</p> |

education students provide learning outside of the school day. Next Level Learning (summer program) provides interventions for our students performing below grade level.

Documentation: SIP plan, Professional development plan, Staff calendar sample, Agendas with electronic attendance, Daily teacher schedule, Next Level Learning information, Creighton tutoring parent letter, Staff tutoring letter, remote learner plan and identification, Lexia data, MAP data, tech intervention usage per teacher.

2. Schoolwide reform strategies

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| 2.1 | <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>Additional support for students at risk of not meeting state academic standards is provided by our Next Level Summer Learning Program (NLL), Strategic Tutoring with our certified staff tutoring students before and after school, our partnership with Creighton College of Education through afterschool onsite tutoring, additional small group intervention time built into our school day schedule, additional tutoring support for our ELL students and compensatory education for our Special Education students.</p> <p>Teacher daily schedules were aligned schoolwide to identify specific intervention times and specific interventions. We also have attendance interventions in place through our partnership with Success Mentors. SAT (Student Assistance Team) meetings are held for identified students who need additional support with academics and/or behavior.</p> <p>Documentation: Success Mentor info., NLL information, Strategic tutoring parent letter, and Creighton College of Education information regarding tutoring, blank SAT form, compensatory education form, Success mentors, teacher daily schedule with identified intervention times.</p> | |

3. High quality and ongoing professional development

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| 3.1 | <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> |
| <p>Professional Development is planned to align with the needs of Gifford Park Elementary School students. We first review multiple sources of data to identify our schools biggest needs. We also revise our professional development throughout the year based on students' ever-changing needs and review of ongoing data. Teachers have 1:1 data talks with the principal regularly to review individual student plans to make sure all students are on track for growth (below grade level, on grade level and above grade level students). For example, this year we noticed a higher need for additional PD on student engagement, higher level questioning, and SEL through our data reviews so we made revisions throughout the year.</p> <p>Documentation: SIP plan Professional Development Plan Agendas from professional development meetings Teacher Daily Schedule showing multiple intervention times and listed interventions</p> | |

Coaching schedule, Technology monitoring for interventions, Lexia data, MAP data, Data talk with principal schedule, CPA agenda planning/math, Level 1 ELA online modules.

4. Strategies to increase parent and family engagement

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| 4.1 | <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> |
| <p>A survey was created to provide parents with the opportunity to provide feedback regarding school environment and needs. Our instructional leadership team reviewed results used the results as a focus on school environment for the upcoming year. The school-parent-compact was distributed through our student handbook, which is distributed electronically to all families. This was also reviewed with families at the following events: PTO meeting, Back to School parent meeting with principal, and Title 1 family night rotation.</p> <p>Documentation: Open House passport and sign in, Title 1 family night sign in, PTO minutes with sign in, School-Parent Compact (found in student handbook), parent survey. climate survey (data book pg. 9)</p> | |
| 4.2 | <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>Our Title 1 Parent and Family Engagement Policy is created with input from families. This is posted in our school handbook, which is distributed electronically annually in the Student Handbook, and shared in our beginning of the year newsletter and at a PTO meeting and at kick off meetings that begin our Title 1 Family events..</p> <p>Documentation: Survey Title 1 Parent and Engagement Policy or Procedure. PTO agenda with electronic sign in (meetings are held on TEAMS) Student Handbook (contains Title 1 Parent and Engagement Policy) Passport for family night</p> | |
| 4.3 | <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>Annual School Parent Title 1 Parent meeting was held at the beginning of our School Open House in September. Parents had the opportunity (as one of their rotations) to meet in the gym and provide feedback while reviewing the Title 1 plan. The same information was provided at our first PTO meeting, which was on TEAMS virtually.</p> <p>Documentation: Agenda/minutes from PTO meeting with attendees Sign in sheet from our Open House, which had a rotation that provided families the opportunity to provide input and share the compact and parent policy. Passport from Open House-see activity 1</p> | |

5. Transition Plan

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| <p>5.1</p> | <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).</i></p> |
| <p>We hold Kindergarten Round Up every January for students entering Kindergarten each fall. This provides parents and future kindergarteners the opportunity to come to the school, learn about kindergarten and visit kindergarten classrooms to participate in center time. We also have a kindergarten jumpstart program through our summer learning program. The week prior to the new school year we have Safe Walk to School, which is a time that families can visit the school again, meet the teacher and visit the classroom. For Early Childhood we have Early Childhood Enrollment. Our Early Childhood teachers complete home visits for all of our incoming Pre-K students. Our Early Childhood students and families are invited to our Safe Walk to School event in August, as well as our Open House in September.</p> <p>New students that enter throughout the year: We provide a one-on-one orientation with the parents between family and administration. We assign each new student a student buddy (Student Ambassador) to help through transition to a new school for the first few weeks (or as long as is needed). Our counselor also has a meet and greet with new students when they begin at our school</p> <p>Documentation: Kindergarten Roundup Agenda Pre-K home visit form Incoming student checklist Safe Walk to School information</p> | |
| <p>5.2</p> | <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).</i></p> |
| <p>As students move on to middle school we have a middle school orientation that includes the guidance counselor of the current school and the various middle schools. Counselors from middle school come into the school to help students register, and a summer camp for students entering middle school in the fall. Our school guidance counselor leads lessons with the students through her class time that helps students learning about new experiences they will have in middle school. We have a promotion for our 6th graders at the end of each school year.</p> <p>Documentation: Middle School Orientation lessons and information Checklist for exiting students</p> | |

6. Strategies to address areas of need

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| <p>6.1</p> | <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.</i></p> |
| <p>We offer before and after school tutoring, led by our staff. In addition, we partner with Creighton College of Education and professors and current education students offer literacy tutoring to identified students one day a week for 1.5 hours. We also partner with our before/afterschool program, Completely Kids, to identify academic needs that they can work on with students during the hours of 6:30-8:30 a.m. and/or 4:15 p.m.-6:00</p> | |

p.m. This year we began using district identified technology programs both at school and home with goals set for usage on the programs at home each night, and during the school day. Within the school day all teachers have a building-wide daily schedule with identified times for intervention and specific allowable interventions. Next Level Learning (summer learning) is offered for identified students with a focus on literacy and math.

Documentation:

Tutoring documentation from school and Creighton

Technology usage goal/tracking sheet

Next Level Learning information (summer learning plan)

Teacher daily schedule with intervention times and interventions

Special Education compensatory services