

# 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:		Edward "Babe" Gomez Heritage Elementary	
County District School Number:		28-0001-107	
School Grade span:		PK-5	
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_	
School Principal Name:		Mr. Rocky Parkert	
School Principal Email Address:		rocky.parkert@ops.org	
School Mailing Address:		5101 South 17th Street Omaha, NE 68107	
School Phone Number:		531-299-1520	
Additional Authorized Contact Person (Optional):		Jamie Ohlendorf	
Email of Additional Contact Person:		jamie.ohlendorf@ops.org	
Superintendent Name:		Mr. 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</i> if <i>Secondary School</i> )	<u>Titles of those on Planning Team</u>
Denisse Rodriguez	<u>Parent</u>
Rocky Parkert	<u>Administrator</u>
Mariana Cruz	Assistant Principal
Jamie Ohlendorf	Instructional Facilitator
Maira Guzman	Dual Language Lead Teacher
Nicole Bails	Teacher
Tom Olsen	Teacher
Maria Flores	Parent
_____	_____
_____	_____
_____	_____
_____	_____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 798	Average Class Size: 20	Number of Certified Instruction Staff: 63
<b>Race and Ethnicity Percentages</b>		
White: 7.4 %	Hispanic: 88.6 %	Asian: 0 %
Black/African American: 2.0 %	American Indian/Alaskan Native: 0.5 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1.5 %
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 87.1 %	English Learner: 55.3 %	Mobility: 11.2 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS-Mathematics</b>	
<b>NSCAS- English/Language Arts</b>	
<b>MAP Growth</b>	
<b>ELPA-21</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 curriculum, instruction and assessment decisions.</i>
<p>Teachers are provided continual training on how to access and interpret MAP Growth reports. The reports are provided for the subject areas of reading, math, and science. The reports are used to identify areas of strength for each student, as well as, areas of concern. Using the reports, teachers and students set goals and identify how those goals can be obtained. There is an action plan for teachers and goal setting for students. Action plans and goal setting forms are updated and adjusted as needed based on progress that is being made during classroom intervention time, formative assessments, and independent work. MAP Growth student progress reports are shared with parents, including a brochure in English and Spanish.</p> <p>Three times a year, a reading benchmark (Amira) is assessed on every student in grades Kindergarten through grade three. This assessment is used to identify an accurate reading level and to determine students who are most at-risk. This assessment is also used to identify students that meet the need for extra intervention under Nebraska's "Reading Improvement Act". Our reading interventionist, Shari Smith, schedules groups of students throughout the day for additional support in reading.</p> <p>Using the Table of Specifications provided by the Nebraska Department of Education and the MAP Growth Report on Projected Proficiency, teachers develop a plan of review before state testing. Part of this plan includes goal setting for the student. The plan is designed to meet the needs of individual students.</p> <p>Team (Grade Level) meetings are held to evaluate common assessments, focusing on what needs to be taught and revisited, as needed.</p> <p>We have a full-time math interventionist, Alycia Devlin, who uses data from the MAP Growth assessment to determine students who need additional support in math. She conducts groups daily to meet those students' needs.</p> <p>Each November a Data Night is held (postponed this year due to the pandemic). A powerpoint presentation is provided explaining the data and how it's used in the classroom.</p> <p>Our Early Childhood Teachers use Creative Curriculum. Using the assessment tools within Creative Curriculum, teachers develop and implement lesson plans that are individualized to meet the needs of the students.</p> <p>Disaggregated data results are located in the Gomez Heritage Data Book in Folder 1.1 on the following pages: **MAP Growth (K-4)- Mathematics: pgs. 21, 25-25, 33 **MAP Growth (K-4)- Reading: pgs. 22, 27-29, 35-37 **MAP Growth (3-4)- Science: pgs. 23, 31-33, 39-40 **NSCAS (3-4)- English/Language Arts: pgs. 57-59 **NSCAS (3-4)- Mathematics: pgs. 61-63</p>	

1.2	<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>A School Improvement Planning team that included administrators, the Instructional Facilitator, and Dual Language Building Lead held a meeting to discuss the School Improvement Plan. Information was presented at an opening staff meeting and input was gathered from staff . A copy of the School Improvement Plan is available to view on the school website.</p> <p>On March 4, 2021, a virtual parent meeting will be held to present the School Improvement Plan to parents and a question and answer session will occur.</p> <p>Some events that are held yearly, but were postponed due to the pandemic include a family cultural event and dinner. At this event, families are given an opportunity to submit questions, suggestions, or concerns. A presenter provides information about about the importance of education. During Open House, there are community organizations that set up booths in cafeteria to provide resources for parents. This is coordinated by our school social worker. Monthly Principal Coffee's are held to discuss various topics such as, setting routines and procedures, testing preparation for families and students, and connections with the community (Spark Organization). These monthly coffees also provide parents with the chance to ask questions and have conversations about what is happening in the school.</p> <p>Each year, parents participate in a School Climate Survey. This year the survey will be required to be completed online. In an effort to increase participation, the links will be posted in multiple places (SeeSaw and School Messenger- text and/or email). There will also be a raffle incentive included for completion.</p>
1.3	<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>The Continuous School Improvement Plan identifies improvement efforts, strategies used, available resources, and interventions to meet the goals of the school and the needs of the students.</p> <p>The schoolwide plan includes efforts of all school staff, parents, and community members working together to support the plan and the students' needs. Connecting with the community and families is a high priority at Gomez Heritage. We have various and multiple opportunities for parents to volunteer at Gomez. We have two groups, Watch D.O.G.S. for Dads and Supermoms for Moms, that are ongoing weekly and offered as a way for parents to be involved. This is currently postponed due to the pandemic.</p> <p>Various data sources were used to determine areas of strength and areas of need for the building. Based on the data, the following goals were identified to meet the needs. Measurable objectives were defined for each goal:</p> <p>English/Language Arts: For NSCAS Summative Assessments, we will increase the percentage of students who are identified as "On-Track" or "College and Career Ready" by 7.63%. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as "Meeting" or "Exceeding" projected growth goals by 5.4%.</p> <p>Math: For NSCAS Math Summative Assessments, we will increase the percentage of students who are identified as "On-Track" or "College and Career Ready" by 8.09%. For Spring Mathemtatics MAP Growth Assessment, we will increase the number of students identified as "Meeting" or "Exceeding" projected growth goals by 6.6%.</p>

Science: For Spring Science MAP Growth Assessment, we will increase the percent of students identified as "Meeting" or "Exceeding" projected growth goals by 7%.

MTSS-B: Tier 2- Implement systems and practices for identifying and supporting students with frequent minor problem behavior incidents. 80% of students in a Tier 2 intervention will successfully fade out of the intervention as measured by the Tier 2 Dashboard.

Attendance: We will increase the number of students in the NOT CHRONIC domain by 2%. These students will miss no more than 9 days of the entire academic year and meet the goal of Strive For 95.

Professional Development for staff members was planned to support the goals. Strategies that are supported by research were implemented. Progress monitoring is used continuously throughout the school year to track student progress. Some resources used to supply professional development and academic opportunities for the students include:

- Title 1
- Buffett Institute
- Sherwood Foundation
- General Budget
- Completely Kids

Support programs for students are put into place to provide appropriate interventions and to recognize students' efforts and choices.

The School Improvement Plan is an open document. The plan is reviewed regularly and editing occurs when data, assessments, and building needs support it.

## 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.*

Various strategies and interventions that are backed by research are used to address the needs of all students.

Staff receive both district and school professional development and are coached on the Instructional Best Practices Handbook provided by the the district (see folder 2.1). The following strategies were selected from the handbook:

1. Gradual Release of Instruction
2. Learning and Language Goals: Posted, Stated, and using the Academic Talk flip chart
3. Multi-Tiered Systems of Support: Classroom Procedures and Routines, Active Supervision, Giving Directions Explicitly and Visually, Engagement Techniques, Morning Meeting
4. Literacy Strategies across Content Areas
5. Mathematics: OGAP (Ongoing Assessment Project), Multiple Representations, Multiple Methods, Productive Struggle, Discourse
6. Rigorous Lessons and Tasks
7. Engagemant
8. Differentiation
9. English Learners: Best Practices to Support

Data Analysis: Teachers analyze data from MAP Growth reports (whole school data and classroom data), Amira Benchmark, Running Records, District Common Assessments, ELPA21, and informal quarterly assessments. Based on the data, teacher submit goal setting and action plan forms based on student needs. The Amira Benchmark identifies students in grades K-3 that are "At Risk" and qualify for parent notification under the Reading Improvement Act. Interventions that take place for students included the Phonics Mastery Guides, iRead, Amira, and Foundation Skills. Students in need of extra support join small groups with our full-time reading and/or math interventionist. Progress Monitoring takes place throughout each quarter to determine which interventions are working, and which need to be adjusted.

Tutoring will take place two days per week at the building beginning in February. Teachers will select students who will benefit from the additional time with instruction in Reading and Math. In addition to the weekly tutoring sessions, there will be six Saturday tutoring sessions from February-April. This is available to accommodate the greater number of students needing extra support in Reading and Math. It also provides an option for parents who are unable to adjust schedules during the week.

Time allotments for subjects are provided to teachers and include a designated time for intervention and remote student support. Daily lessons follow the Gradual Release of Instruction, which is a requirement for all teachers to follow. During Gradual Release there is time built in for independent work where teachers and paraprofessionals are able to work with student in small groups or one-on-one for differentiated instruction.

Prior to state assessments, student kick off events are held to promote excitement and encourage hard work during during testing (postponed to the global pandemic). Incentives for working hard during the assessment time are given to students. Testing reminders and helpful hints to prepare students are provided to parents on different school social media platforms. Prior to the assessment, teachers and students set goals and discuss ways to help achieve the goals set.

Students who are identified as having academic, social, language, or behavioral needs are who are not showing progress are referred to the Student Concern Process. This team works together with classroom teachers, parents, school psychologist, and specialists who have contact with the student. Appropriate goals and strategies are set and daily documentation is kept. The team meets every twenty days, monitoring the student's progress and possibly referring the student for academic testing.

### 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.*

Professional Development is ongoing, focusing on strategies that are based on research and are shown to improve instruction along with student achievement.

Paraprofessional Professional Development:

Paraprofessionals have meetings throughout the school year with Professional Development focused on the needs of students, the building School Improvement Plan, and to support their role in the classroom. They also attend Grade Level Meetings with the teachers/classes they support. Some of the Professional Development topics covered in meetings include:

-Building Wide Procedures and Routines

- Mandatory Reporting Training
- Suicide Prevention Awareness Training
- Testing Practices and Procedures
- Assessments: MAP Growth, NSCAS, ELPA21
- Responsive Classrooms
- MTSS-A
- MTSS-B School-Wide Behavior Plan
- Mathematics
- Learning and Language Goals
- Contingency Plan

#### Certified Staff Professional Development:

Teachers at Gomez Heritage attend Professional Development regularly. Grade levels meet twice a month to receive training, interpret data, and collaborate about best teaching practices and improving student performance. Goals and plans are set based on the analysis of data. Professional Development is adjusted throughout the year, as needed. The leadership team provides coaching and assistance to support the transfer of new knowledge and skills to the classroom. Teachers also attend courses, workshops, meetings, Professional Development, and conferences that address the learning goals and objectives of the district. Some of the topics included in certified staff Professional Development include:

- MAP Growth Testing and Reports Training: Data Analysis and Goal Setting
- Responsive Classrooms
- Building Wide Procedures and Routines
- School Improvement Planning
- SAT Training/ SAT Process
- Dual Language Trainings
- Mandatory Reporting Training
- Suicide Prevention and Awareness Training
- Learning and Language Goals
- Mathematics
- Virtual Instruction: Expectations for Asynchronous Learning, TEAMS, Clever, iPads, SeeSaw, Flipgrid
- Contingency Plan Committee and Planning
- Early Literacy Strategic Plan
- Attendance/Communication Log
- ELA: HMH Into Reading/ Arriba Lectura
- AMIRA and iRead
- Trauma Informed PD
- MTSS-B: Building Wide Procedures and Routines, Effective Classroom Practices
- Assessment Training
- Resource Teachers: IEP information
- EL teachers: Best practices

#### Leadership Team Professional Development:

The Leadership Team at Gomez Heritage consists of Rocky Parker (Principal), Mariana Cruz (Assistant Principal), Jamie Ohlendorf (Instructional Facilitator and Academic Data Representative), and Maira Guzman (Dual Language Lead and Academic Data Representative). Our team facilitates and attends various Professional Development opportunities. Our Professional Development is aligned with rigorous state and district embedded standards, as well as, our school improvement goals. The Professional Development is assessed

regularly and determined to meet learning goals, improve instruction in the classroom, and assist students in meeting the state standards. Some topics included in the Leadership Team Professional Development include:

- Coaching
- ADR (Academic Data Representative) Meetings
- EILN (Elementary Instructional Leadership Network) District Meetings
- School Improvement Plan (SIP) Training
- NSCAS State Testing Training
- ELPA21 Training
- HMH Into Reading/Arriba Lectura
- AMIRA

#### 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.*

Community members and parents have a variety of opportunities throughout the school year to provide input on the development, implementation, and evaluation of the schoolwide plan.

The administration and staff have a firm belief that parents and the community play an integral role in the education of our youth. Our school works together with the community and parents to ensure that students are demonstrating success and proficient levels of achievement on the standards.

Below are some examples of ways the parents and community members are able to stay involved and connected with the school:

Parents:

- School Website
- Monthly Newsletter
- Invitations, translated into Spanish, to participate in Celebrations, Awards Ceremonies, Classroom Events
- Parent Volunteer Sign-In Sheet (on hold due to the global pandemic)
- Ongoing Parent Involvement and Transition Activities
- SeeSaw and TEAMS for parent and teacher communication
- Climate Survey
- School Improvement Plan Meeting
- Adopt A School Partners
- Facebook
- Twitter
- Auto-Calls and Emails

Community Members:

- School Website
- Adopt A School Partners
- Facebook
- Twitter



<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>
	<p>A Parent Compact Form is provided to each student outlining the responsibilities of all participants involved: the school, the family, and the student. This compact can be found in the School Handbook. Also provided within the School Handbook is a copy of the Parent and Family Engagement Policy.</p> <p>These document provide a clear and concise definition of each of the roles and obligations. They also provide examples of how parents are able to be involved in the school. During the annual Title 1 meeting, the Parent Engagement Policy is reviewed and updated. This year, the meeting will be held virtually on the evening of March 4th. During this time, parents are given the opportunity to reflect on what is working at the school level and ideas for improvements on different parent engagement opportunities. At Gomez Heritage we believe that academic success will improve with a strong home and school relationship. We, along with our Buffett Early Childhood Institute partnership, identify as "School As A Hub". Open communication and support are key elements when building these relationships.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>-Active participants in the learning at school</li> <li>-Review and discuss the Compact</li> <li>-Student Led Conferences (100% participation is the expectation, interpreters are provided)</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>-Handbooks available on the school website</li> <li>-Student Led Conferences (100% participation is the expectation, interpreters are provided)</li> <li>-Communication with teachers through email, SeeSaw, and TEAMS</li> <li>-Title 1 School Involvement Policy</li> <li>-Progress Reports</li> <li>-Report Cards</li> <li>-Parent Sign-In and Volunteer Log Sheets (on hold due to the global pandemic)</li> <li>-Required volunteer hours for parents of Dual Language students (on hold due to the global pandemic)</li> <li>-Communication with the school</li> </ul> <p>Teachers/School:</p> <ul style="list-style-type: none"> <li>-Reviewing of Compact with students</li> <li>-Conference sign-ups and Reminders</li> <li>-Student Led Conferences (100% participation is the expectation, interpreters provided)</li> <li>-Assignments/Tasks/Messages posted in SeeSaw and TEAMS</li> <li>-Progress Reports</li> <li>-Report Cards</li> <li>-Documentation for SATs, MDTs, and IEP meetings</li> <li>-Provided hig-quality curriculum and instruction</li> <li>-Communicate effectively with parents</li> <li>-Communication provided in Spanish</li> </ul>
<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>
	<p>An annual parent meeting was held in March to review and update the building level Parent Policy and Procedures, which meets Title 1 requirements. This meeting was held virtually. The Parent Policy is created with the input and support of the parents. The policy and the Parent Right to Know Clause are in the school</p>

handbook. The School Improvement Plan is also shared during the meeting and highlights our school goals for academics and learning.

A portion of the meeting is designated for parents to share things that they feel are working and suggestions they have to add to the plan. Opportunities are provided for parents to share their thoughts suggestions, and concerns. Administration, teachers, the Family Room Bilingual Liaison, and our Family Facilitator all help facilitate these opportunities. A parent Question and Answer meeting will take place in March 2021 virtually, on TEAMS. Monthly parent events are planned through the Principal's Coffees. They are scheduled at various times throughout the day in order to accommodate working parents' schedules (postponed due to the global pandemic).

The Parent Policy is available for viewing within the school handbook. A copy of the school handbook and parent/school compact is on the school website.

Families receive a monthly calendar that includes all of the meetings and activities scheduled for the month. Flyers, phone calls, and postings on social media announcing events such as Open House, Campus Clean-Up, Student-Led Conferences, Movie Nights, Literacy Nights, STEAM Nights, and Back To School Nights are sent in advance of the event in order to accommodate family schedules. All of these communications, both written and verbal, are done bilingually. All events this year were either modified to a virtual format or postponed due to the global pandemic.

## 5. Transition Plan

**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).*

Planning for the kindergarten transition begins with planning meetings. The meetings are led by the leadership team and involve the kindergarten teachers and the Bilingual Liaison in the building. Early childhood teachers also meet with kindergarten teachers to discuss placements for the next year. Contacts are made with parents throughout the year. Following the planning meeting, a kindergarten registration event is for parents only. This year the parents were invited to come to the building on January 12-14, from 10-3, for assistance with completing the online kindergarten registration. Due to the pandemic, we would have scheduled an in-person registration and student visitation night. What would have occurred is parent information meeting rotations including: Dual Language, meeting with the nurse, meeting with the counselor, and a meeting with the principal. The students would use this time to spend time in a kindergarten classroom. Dual Language applications are also provided for those interested in registering in the program.

August 2021:

A Kindergarten Transition Event is planned to take place a couple days before school begins to invited students to visit the building and their classrooms. During the visit, students practice walking through the lunch line, eating at lunch tables, routines and procedures, playground expectations, and how to line up for restroom break. This time allows the students to practice before the building is at capacity.

A Pre-K registration will be held by appointment to assist parents with the online registration process. A flyer was sent home with students currently in the building.

<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>
<p>The majority of fourth grade students at Gomez Heritage will move on to Marrs Magnet Middle School. The transition plan from elementary to middle school includes administration, teachers, parents, and school counselors. Implementation of the plan occurs throughout the school year.</p> <p>The Guidance Counselors work with the fourth grade students to prepare them for the transition to middle school. This is conducted in a variety of ways:</p> <ul style="list-style-type: none"> <li>-Small group lessons and meetings</li> <li>-Career lessons</li> <li>-Fourth grade practice with: <ul style="list-style-type: none"> <li>*working on a combination lock</li> <li>*reading a middle school schedule</li> <li>*organizational skills</li> <li>*adapting to several teachers during a school day</li> </ul> </li> </ul> <p>Marrs Magnet Middle School provides our students with the following opportunities to become familiar with the school:</p> <ul style="list-style-type: none"> <li>-A scheduled visit to Marrs in the spring (students hear information about the school, take a tour, and have a question/answer session)- Postponed due to the global pandemic</li> <li>-Marrs counselors visit the fourth grade students to talk about class offerings and schedules</li> <li>-Marrs Middle School student visit throughout the year, working with staff and students- Postponed due to the global pandemic</li> <li>-Activities, such as Field Day, are held at South High School- Postponed due to the global pandemic</li> </ul> <p>Parents are provided opportunities to visit middle schools as they decide where to register their children. Information concerning other school options is shared by Omaha Public Schools through Open House invitations, Magnet School Fairs, and traveling recruiting visits by other schools- All postponed due to the global pandemic.</p>	

## 6. Strategies to address areas of need

<b>6.1</b>	<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>The Schoolwide Plan provides varying opportunities to increase learning both during the day and beyond the instructional day. Staff members meet to plan and collaborate on the individual needs of students while receiving support.</p> <p>The teachers begin each instructional day with Morning Meeting. These morning meetings are used to strengthen classroom climate and set a positive tone for starting the school day. The approach focuses on building positive relationships with students, team building, and creating a welcoming classroom environment. The staff at Gomez Heritage strongly believe that when students are welcomed and build trust with the teacher then academics will improve.</p> <p>Gomez Heritage is one of the district's Dual Language Elementary Schools. This model provides students instruction in both English and Spanish 50 percent each day. Dual Language serves as both a support for students who are English Learners, as well as, providing extensions of learning for students who are excelling in the classroom.</p>	

A Math Interventionist works with small groups of students in kindergarten through fourth grade. She supports and reinforces the skills that are being taught in the classroom. Students are provided extra direct instruction using manipulatives, multiple methods of problem solving, and language support.

A Reading Interventionist works with small groups of students using the Phonics Mastery Guides and the LLI (Leveled Literacy Intervention) system. Data and progress monitoring is kept weekly.

Since returning to school 100 percent, tutoring is now available and offered to students. Tutoring takes place on Tuesday and Thursday mornings. A Saturday session will also begin on March 20th. The tutoring takes place at Gomez Heritage. Students are recommended by the teachers based on MAP scores and classroom work with a need on supporting skills in reading and math.

Next Level Learning (Summer School) will be held from June 2-30/ July 6-23 from 9:00-4:00. Students will be recommended by teachers and it will be discussed with parents at the spring Student Led Conferences. During the summer session, students will receive instruction in reading, math, and writing.

Completely Kids is available for after-school care at Gomez Heritage, from 4:00-6:00 pm. The program offers a tutoring component where students are provided a homework session each day. The program teachers have access to classroom, the school computer labs, and the Outdoor Classroom.