

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:	Joslyn Elementary School
County District School Number:	28-0001
School Grade span:	ECSE, PreK-5th
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Mrs. Betsy Kosch
School Principal Email Address:	betsy.kosch@ops.org
School Mailing Address:	11220 Blondo Stree Omaha, NE 68164
School Phone Number:	5312991660
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Cheryl Logan
Superintendent Email Address:	cheryl.logan@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> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Amber Reed	<u>Parent</u>
Betsy Kosch	<u>Administrator</u>
Ashley Bush	Parent
Alycia Goodlett	Teacher
Anne Wegner	Paraprofessional
Teresa Weatherly	Instructional Facilitator
Brenda Goodlett	Secretary
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 295	Average Class Size:	Number of Certified Instruction Staff:
Race and Ethnicity Percentages		
White: 46.4 %	Hispanic: 8.8 %	Asian: 12.5 %
Black/African American: 22.0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 10.2 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 54.2 %	English Learner: 11.5 %	Mobility: 9 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
MAP GROWTH	
READING MODULES	

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

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>Joslyn Elementary School used data from a comprehensive needs assessment of the entire school to identify the needs of all children, specifically our students that are failing or considered at-risk of failing to meet State academic standards. The analysis of data was used to plan curriculum, instruction and assessment decisions. NWEA MAP (K-5) and NSCAS (3-5) data was analyzed by classroom teachers and the leadership team to improve planning and instruction. Teachers developed and implemented learning targets to focus the goal of each lesson. Teachers differentiated instruction based on student need and progress for individual, small group and whole group instruction. On-going grade level meetings were held twice each month to evaluate student performance on summative and formative assessments and adjust student groups as needed. Students at risk of failing were identified for further instruction with intervention teachers and paraprofessional support. On-going coaching focus included scaffolding and rigor. PD and coaching visits each month focused on building capacity in using scaffolding and rigor in the classrooms. This was measured by data collected during monthly EST meetings through in person observations and coaching visits to classrooms.</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>Parents and the community play an active role in providing information to help identify the needs of the school. Joslyn has participated in parent/family surveys and provided feedback opportunities at Joslyn PTO(Parent Teacher Organization) meetings. During our parent/teacher conference times during the fall of the school year and the spring of the school year, parents/families are provided the opportunity to give feedback as well. Parents and community members participate each year in the district School Climate Survey. The survey was offered to all participants at student/teacher conferences in the Spring. The surveys were anonymous and returned to the district research department for compilation. Joslyn is an identified "Partner School" with The Minnesota Humanities Center.(organization to increase family engagement) to begin engaging families and the community in school activities. Joslyn formed a School Action Team (SAT) that held monthly meetings and participated in monthly professional development opportunities-including ways to engage parents and families.</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>Joslyn has numerous on-going improvement efforts which support our Continuous School Improvement Plan. As a team, we created our school improvement goals of increasing academic success in the areas of reading and math.</p> <p>Scaffolding, Rigor and Learning Objectives & Targets was used for guidance, bi-monthly grade level meetings incorporated scaffolding, rigor and learning targets into discussions, daily coaching feedback on learning targets regarding posting, unpacking, 1-2-1 and summary of the learning target were used for frequent</p>	

feedback on instruction. Graphic organizers and rigor reflection forms were used as tools by staff to increase engaging and high quality instruction.

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.

Joslyn has a plan for providing assistance for our students that are considered at risk of not meeting the challenging state academic standards. Several strategies are used to address the needs of all students. Leveled Literacy Intervention is used in Kdg-3rd grades for students who are reading significantly below grade level. It is used by classroom teachers as well as EL and Resource teachers and staff. EL and Resource teachers also provide instruction for students in need of beginning academic language support (newcomers). Sonday, Reading Mastery, and LIPS are used as literacy interventions by Special Education teachers for students identified for Special Education. Every classroom teacher is allotted intervention time for reading, math and writing. A teacher from the Gifted and Talented Department (GATE) provides enrichment for identified students in the top 5% of academic achievement and interest groups for other high achieving students. MAP data is used throughout the year to identify students who are at risk of not meeting the challenging state academic standards. A retired teacher was hired as an additional interventionists that meets with the identified students for additional instruction in the areas of math and reading. Teachers use regular assessment, reading model assessments, bencharks, digistal resources data, MAPS data and daily formative assessment to inform their instruction. Students who are performing below grade level and not making adequate progress are identified and are recommended for the Student Assistance Team. The school also supports a SIT process (School Intervention Team) that supports students and staff with additional resources and scaffolding of interventions and supports.

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.

Joslyn's high quality and ongoing professional development plan includes numerous activities that are provided to improve instructional effectiveness and use of academic date to guide instruction. All paraprofessionals at Joslyn meet the ESSA requirements. Paraprofessionals attend building professional development monthly to support students with academic needs in reading and math. In addition, Joslyn's professional development plan in conjunction with the district includes HMM professional development, Amira, Phonics Mastery Guides, Lexia, Zearn and ired. Staff are provided on-going professional development and feedback through coaching.

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.

The school-parent compact was reviewed at the PTO committee meeting in March of 2022. The school-parent compact is in the student handbook which was provided electronically to all families and the school-parent compact is also a link on our school website. In our annual meeting, we asked parents for feedback on our

current academic action plan as well as for feedback on our current modes of communication as well as frequency.	
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>
The Title 1 Parent and Family Engagement Policy and Procedures was reviewed with input from parents at the PTO Committee Meeting in March of 2022.	
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>Joslyn held their Title I parent meeting and informed parents of the school's participation in Title One in January of 2022. The agenda from the parent meeting is included in the coresponding folder. The Annual Title 1 Meeting was held in March of 2022. Additional parent meetings and feedback times include: Back to School/Safe Walk to School, Kindergarten Round Up fall and spring conferences, Open House Night, Spring Family Engagement Nights and Student Supply and Learning Device(iPad) Pick Up in the fall 2021. The parent compact and right to know clause are included in the student handbook which is printed annually and given to families.</p>	

5. Transition Plan

5.1	<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>Joslyn's transition plan has several different branches that reach our Early Childhood Special Education (ECSE) program, our Pre-K program, Kindergarten program and our 5th grade students transitioning to middel school. We also have a plan for incoming students from other Omaha Public Schools and a plan for new students coming to Joslyn from outside of the district. These plans and supports are put in place at Joslyn to ensure positive and successful transition for all students and families. Joslyn's kindergarten transition plan includes multiple activties for students, parents and school staff members. Joslyn evaluates the effectiveness of the kindergaten transition plan on an annual basis. Kindergarten Roundup information is sent home to all prospective students. During Joslyn's Kindergarten Roundup, children are given the opportunity to visit classrooms and participate in activities. The 2022 kindergarten round up was held virtually and families were given the option to also visit the school in person. A link to registration for kindergarten and a link to the virtual meeting were emailed to all current families and posted on our Joslyn Webpage. Current ECSE and Pre-K students are given the chance to visit a kindergaten room for a portion of the day, even if a parent does not attend Kindergaten Roundup. Our Joslyn webpage is user friendly to our families and community to allow them to learn about Joslyn and the events coming up. The HOPE Leadership program was incorporated to acclamate new students to Joslyn. The student led HOPE leadership program is a group of students who are nominated by classroom teachers and peers. The HOPE Leadership gropu greet the new students and provide them a tour and</p>	

help them become comfortable at Joslyn. They also provide on going support throughout the year including check ins. The HOPE Leadership Group also participates that support current fifth graders transitioning to middle school. Middle School Open House information is communicated to parents and families. In the spring of 2022, a day is designated for staff to plan for a smooth and successful transition from ECSE & Pre-K to Kindergarten, all grade levels transitioning to the next grade level and the 5th grade level transitioning to middle school.

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).

Joslyn has a specific plan for our fifth grade students that transition to middle school. As students transition to a new school or program, particularly in 5th and 6th grade, the counselors work with the students and classrooms during various lessons in the Spring time. Students are also made aware of middle school open houses in the district, and notes and website links are made available to families so that they can explore their options. Counselors from the middle schools will often meet with any students who were unable to attend registration nights at their school, and the elementary counselors will coordinate those meetings.

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.

Strategies to address areas of need include increasing the amount and quality of learning time within and beyond the instructional day. Joslyn hosts both before and after school tutoring programs five days per week with identified students. Students are identified through the use of data and assessments.