**Title I Schoolwide Plan**

**Please use the assigned Nebraska Department of Education**

**County District and School Numbers in the table below.**

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| 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. *(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: | Mrs. Betsy Kosch | | |
| School Principal Email Address: | betsy.kosch@ops.org | | |
| School Mailing Address: | 11220 Blondo Street  Omaha, NE 68164 | | |
| School Phone Number: | 5312991660 | | |
| Additional Authorized Contact Person (Optional): |  | | |
| Email of Additional Contact Person: |  | | |
| Superintendent Name: | Matt Ray | | |
| Superintendent Email Address: | raycomm@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)*  Betsy Kosch  Shannon Hale  Alycia Goodlett  SueElla Erickson  Brenda Goodlett  Deanna Jordan  Karen Mitschelen  Casey Mitschelen | | | | | | Titles of those on Planning Team  Principal  Parent  Teacher  Instructional Facilitator  Secretary  PAC Facilitator  Parent  Parent | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | |
| Enrollment: 286 | Average Class Size: | | | | Number of Certified Instruction Staff: | | | | |
| Race and Ethnicity Percentages | | | | | | | | | |
| White: 41 % | | | Hispanic: 17 % | | | | | Asian: 7 % | |
| Black/African American: 26 % | | | | American Indian/Alaskan Native: 0 % | | | | | |
| Native Hawaiian or Other Pacific Islander: 0 % | | | | | | | Two or More Races: 8 % | | |
| Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)* | | | | | | | | | |
| Poverty: 68 % | | English Learner: 16% | | | | | | | Mobility: 9 % |

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| Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
| **NSCAS** |  |
| **MAP GROWTH** |  |
| **READING MODULES** |  |
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Due to NDE by Friday, April 1st Updated: September 2021

*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.* |
| 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 learning targets and backward planning. PD and coaching visits each month focused on clear learning targets and backward planning to drive student learning forward in the classrooms. This was measured by data collected during monthly EST meetings through in person observations and coaching visits to classrooms. | |
| **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.* |
| Parents and the community play an active role in providing information to help identify the needs of the school. Joslyn has participated in parent/familiy 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 formed a HOPE Group that meets monthly that development school community building opportunities-including ways to engage parents and families. | |
| **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.* |
| 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.  Using learning targets to feed learning forward is our schoolwide goal to increase academic achievement. Posted learning targets created with the help of student, frequent effective feedback for students and feedback to teachers will increase student growth. Teachers will use anchor charts, word walls, and backward planning to meet the goal of increasing reading proficiency. | |

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**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.* |
| 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, Phonics Mastery Guides, Word Study Study, and Literacy in a Flash are used in Kdg-3rd grades for students who are reading significantly below grade level. They are 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). Spire is 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, digital resources data, MAP 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**

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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.* |
| 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 conjuction with the district includes HMH professional development, Amira, Phonics Mastery Guides, Lexia, SuccessMaker and iRead. Staff are provided on-going professional development and feedback through coaching. | |

**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 school-parent compact was reviewed at the PTO committee meeting in March of 2024. 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. | |

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| **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 Title 1 Parent and Family Engagement Policy and Procedures was reviewed with input from parents at the PTO Committee Meeting in March of 2024. | |
| **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.* |
| Joslyn held their Title I parent meeting and informed parents of the school's participation in Title One in January of 2024. The agenda from the parent meeting is included in the corresponding folder. The Annual Title 1 Meeting was held in March of 2024. Additional parent meetings and feeedback times include: Back to School Night, Kindergarten Round Up fall and spring conferences, Open House Night, Spring Family Engagement Nights. The parent compact and right to know clause are included in the student handbook which is printed annually and given to families. | |

**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).* |
| 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 middle 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 activities for students, parents and school staff  members. Joslyn evaluates the effectiveness of the kindergarten 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 2024 kindergarten round up was held in perso. 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 kindergarten room for a portion of the day, even if a parent does not attend Kindergarten 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 acclimate 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 group greet the new students and provide them a tour and | |

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| 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 2024, 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**

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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.* |
| 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. | |

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