

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 School	
County Dist. No.:		28-0001	
School Name:		Kennedy	
County District School Number:		28-0001-	
School Grade span:		Pre-K through 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 checked="" type="checkbox"/> Other (Specify) _____	
School Principal Name:		Amy Veit-Gordon	
School Principal Email Address:		amy.veit-gordon@ops.org	
School Mailing Address:		2906 North 30th St. Omaha, NE 68111	
School Phone Number:		531-299-1700	
Additional Authorized Contact Person (Optional):		Melissa Zeiszler	
Email of Additional Contact Person:		Melissa.zeiszler@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

Names of Planning Team (include staff, <i>parents</i> & at least <i>one student if Secondary School</i>)			Titles of those on Planning Team		
Amy Veit- Gordon Melissa Zeiszler Kathleen Matthews Mandy Owen Jiliane Hansen Karen Rickert Abby Waller Keri Overland 			Principal Dean of STEAM Counselor 1st Grade Teacher 2nd Grade Teacher Librarian Parent Early Childhood Teacher 		
School Information <i>(As of the last Friday in September)</i>					
Enrollment: 280		Average Class Size: 20		Number of Certified Instruction Staff: 34	
Race and Ethnicity Percentages					
White: 11.8 %		Hispanic: 11.8 %		Asian: 19.6 %	
Black/African American: 50.4 %			American Indian/Alaskan Native: %		
Native Hawaiian or Other Pacific Islander: %			Two or More Races: 6.4 %		
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>					
Poverty: 96 %		English Learner: 10.7 %		Mobility: %	

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
MAP	TEMA
Common Formative Assessments	EXACT PATH
NSCAS	
AMIRA	

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	<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>In addition to analyzing NCAS data, Howard Kennedy Elementary uses, MAP, and SEL assessment three times a year for our universal screeners. Based on these universal screeners, our students receive tiered interventions based on our MTSS-A model. Teachers also purposefully plan for differentiated instruction during class time using the Professional Learning Communities cyclical approach.</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>Each year we conduct a climate survey with students, staff and parents.</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>Kennedy's MTSS model of instruction for literacy focuses on developing teachers' capacity to instruct students in the core elements of reading (i.e., phonemic awareness, phonics, vocabulary, comprehension, and fluency) and writing. Teachers provide learning opportunities that promote inquiry, strike curiosity, and require investigation in such a way that students enjoy learning and use reflection to monitor their own progress. At Kennedy, our literacy program honors student choice and the need for students to read for enjoyment and value reading beyond the classroom. Our instructional model infuses authentic reading, writing, speaking, and listening opportunities as we build a community of life-long readers and writers. With data from a universal screener, diagnostic assessments, and ongoing progress monitoring, teachers provide instruction that matches individual student needs. Through a balanced approach to literacy, students gain the skills needed to meet and exceed grade level standards. Students not making progress toward goals receive additional individualized and explicit interventions within the classroom and in the Literacy Center. With the strategic use of data and interventions, students not only gain the necessary foundational skills to learn to read but also to read to learn.</p> <p>Just as with literacy, a strong foundation in math is key to the success of Kennedy's academic model. Data-driven, explicit instruction in math equips students with the processes and proficiencies necessary for deep understanding of math concepts. Kennedy's comprehensive approach to math balances procedural skills with conceptual understanding based on the Nebraska's College and Career Ready Standards for Mathematics. This comprehensive approach includes students' development and use of effective habits of mind, including mathematical representations, making connections, making use of structure, metacognition, honoring and learning from mistakes, and persevering in order to make mathematical justifications and generalizations. Teachers infuse research-based routines such as structuring worthwhile student math talk, working with selected and sequenced student ideas, eliciting reasoning, working with public records of student thinking, while using purposeful questioning and orienting students' thinking to important mathematical ideas. Students not making progress toward goals receive additional instruction in our Math Lab. The research-based strategies</p>	

used in our Math Lab leverage concrete, pictorial, and abstract representations to build students' number sense and problem-solving skills. Through these standards and strategies, Kennedy's students develop deep conceptual understanding of math and harness skills necessary for 21st century thinking, i.e., problem-solving, abstract reasoning, critical thinking, and strategic planning, all of which directly align to Kennedy's School Improvement Plan Goals and our mission. Howard Kennedy has chosen to focus on three essential aspects of our student's education for our school improvement plan. Each one of these are essential to our school's success. Our goals include social emotional learning, instructional best practices and early childhood best practices.

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.

Through a balanced approach to literacy, students gain the skills needed to meet and exceed grade level standards. Students not making progress toward goals receive additional individualized and explicit interventions within the classroom and in the Literacy Center. With the strategic use of data and interventions, students not only gain the necessary foundational skills to learn to read but also to read to learn. T Students not making progress toward goals receive additional instruction in our Math Lab. The research-based strategies used in our Math Lab leverage concrete, pictorial, and abstract representations to build students' number sense and problem-solving skills. Through these standards and strategies, Kennedy's students develop deep conceptual understanding of math and harness skills necessary for 21st century thinking, i.e., problem-solving, abstract reasoning, critical thinking, and strategic planning, all of which directly align to Kennedy's School Improvement Plan Goals and our mission.

In addition to the district's academic action plan, Howard Kennedy's extended school day allows for our response to intervention model. Our students are identified using universal screeners and work samples to receive tier three intervention in our math or literacy center. This Tier 3 intervention is 45 minutes long and 108 students are able to receive support daily. In addition to providing academic support, Kennedy provides SEL support for students through our social worker and full time school psychologist.

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.

All instructional paraprofessionals meet the ESEA/ESSA requirements and are provided introductory and ongoing training specifically designed for paraprofessionals and/or all staff focused on student needs. Kennedy has full-time paraprofessionals who support classroom teachers with instructional duties. All paraprofessionals work with students one-on-one or in small groups in the areas of reading and math.

The district provides paraprofessional training via in-services provided by Curriculum, Instruction and Assessment Department, the ESL Department and the Special Education Department. Kennedy provides additional training around our response to intervention model and best practices that we are focusing on for our school improvement plan.

Howard Kennedy's teachers have received professional development that aligns with our school's strategy. Our strategy is that we engage the whole child from birth to 5th grade in proven, innovative, educational experiences as the school of choice in a revitalized thriving community. Professional development has included the PLC structure, Math Studio and MTSS-B. The innovative practices comes in the form of our PBL professional development and initial implementation.

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 partnership with 75 North and Kennedy Elementary has offered the opportunity to create a strong school and community culture that fosters a safe and healthy learning environment that is supportive of families with varying needs from diverse backgrounds. The partnership is unique in comparison to other school reform initiatives that are contingent solely upon the capacity of the school to transform operations to ensure improved student performance. Conversely, the 75N, Purpose Built School, and Kennedy Elementary partnership simultaneously converges a variety of resources to support families and neighborhoods in ways that will prepare students for success beyond the school. Constructing affordable housing in the catchment area to influence housing choices and infusing new talent with a proven academic model of instruction, the partnership seeks to positively affect the academic and residential lives of the students attending Kennedy Elementary School.

Our Parent compact was originally created 5 years ago when we reconstituted Howard Kennedy and implemented our turnaround model. It is reviewed annually with parents, staff and community.

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.

At the school level, Title I Parent and Family Engagement Policy, meeting Title I requirements, is developed with parent and family input and is distributed/shared with parents and family. Kennedy administration and teachers meet with parents and community members to discuss parent and family engagement policy.

The Parent and Family Engagement Policy is part of the Student Handbook, which is reviewed by teachers with students at the beginning of the school year. Parents are asked to review the Student Handbook with their children and sign a card acknowledging receipt of the handbook.

The policy is reviewed and updated annually at the annual Title I parent meeting.

Supporting Documentation

- Kennedy's Title I Parent and Family Engagement Policy
- Title I Parent Meeting Agenda

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>
A virtual teams meeting was held with parents to inform them of how we would transition back to school remotely and progress throughout the year. We also discussed Title I and the compact and policy at this time.	

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>
Kennedy Elementary serves approximately 246 students from ages Pre-k to grade 5. As the school within the 75 North Community revitalization project, we recognize the power of early childhood education to positively impact the trajectory of our students' educational and life path. We offer both Head Start and Pre-K in our early learning program. Transition into our early learning program is supported by our teachers and family liaison. Our early childhood and Kindergarten teachers work together to transition students from the early learning program into the K-5 setting. Grades K-5 students new to Kennedy are provided onboarding services. These transition services, along with the support services while students are attending Kennedy Elementary, are vital as we work to build a safe and healthy learning environment that supports diverse families and their children.	
5.2	<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>Our counselor does a series of transition lessons that help the students with middle school skills.</p> <p>Fifth graders also have the opportunity to attend summer school at their middle school, much like early childhood students can attend summer school the summer before their entry into kindergarten. When students attend middle school summer school it helps them acclimate and transition.</p> <p>Supporting Documentation</p> <ul style="list-style-type: none"> - Counselor lesson on transition - Counselor presentation on transition - Middle School Summer Programs Brochure 	

6. Strategies to address areas of need

6.1	<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>
Kennedy Elementary School staff operates with extended school day hours of 8:00 a.m. to 4:00 p.m. With our focus on literacy, earlier interventions for struggling students as well as Science, Technology, Engineering, Arts and Math (STEAM) our extended day provides the added value to the core curriculum and emphasizes inquiry-based learning and higher order thinking. Kennedy instruction is delivered in a one-to-one learning technological environment with laptops and iPads integrated into the curriculum as well as emphasis on	

developing individual student strengths. The diverse population, added values, and extended day learning are features that have a strong likelihood of affecting student performance.

Howard Kennedy is partnered up with CLC (Community Learning Center) our after school program. CLC provides our students with 30 additional instructional minutes daily. The also provides unique STEAM activities to enrich our student's educational experience.

Kennedy Summer School is designed through a PBL framework to provide student a real life experince to bring standards to life. Approximatly 60% of our students participate each summer. DURING the Summer student will continue to receive additional tiered instruction along with enrichment opportunities to build background knowledge.