**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: | | | | Oak Valley | | | | | | | | |
| County District School Number: | | | | 149 | | | | | | | | |
| School Grade span: | | | | PreK-5 | | | | | | | | |
| 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: | | | | Suzanne Prenger-Hagen | | | | | | | | |
| School Principal Email Address: | | | | suzanne.prenger-hagen@ops.org | | | | | | | | |
| School Mailing Address: | | | | 3109 Pedersen Drive  Omaha, NE 68144 | | | | | | | | |
| School Phone Number: | | | | 531-299-1880 | | | | | | | | |
| Additional Authorized Contact Person (Optional): | | | |  | | | | | | | | |
| Email of Additional Contact Person: | | | |  | | | | | | | | |
| Superintendent Name: | | | | Matthew Ray | | | | | | | | |
| Superintendent Email Address: | | | | matthew.ray@ops.org | | | | | | | | |
|  | | | | | | | | | | | | |
| 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 |
|  | | | | | | | | | | | | |
| Names of Planning Team  *(include staff, parents & at least one student if Secondary School)* | | | | | | | Titles of those on Planning Team | | | | | |
| Indira Garcia  Bradley Thiel  Sarah Christiansen  Audra Gibbons  Christie Nielsen  Ann Zessin | | | | | | | Parent  Administrator    Instructional Facilitator  First Grade Teacher  Fifth Grade Teacher  Phys. Ed. Teacher | | | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | | | | |
| Enrollment: 243 | Average Class Size: 16.2 | | | | | Number of Certified Instruction Staff: 30 | | | | | | |
| Race and Ethnicity Percentages | | | | | | | | | | | | |
| White: 41.6 % | | | Hispanic: 28.6 % | | | | | | | Asian: 3.8 % | | |
| Black/African American: 18.5 % | | | | | American Indian/Alaskan Native: 0.4 % | | | | | | | |
| Native Hawaiian or Other Pacific Islander: 0 % | | | | | | | | | Two or More Races: 7.1 % | | | |
| Other Demographics Percentages *(may be found on NEP* <https://nep.education.ne.gov/>*)* | | | | | | | | | | | | |
| Poverty: 72 % | | English Learner: 20 % | | | | | | | | | Mobility: 5.5 % | |

|  |  |
| --- | --- |
| Assessments used in the Comprehensive Needs Assessment  (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
| NSCAS | District Math Common Assessments |
| MAP |  |
| ELPA |  |
| HMH Weekly and Module Assessments |  |

*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** | *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.* |
| Mulitple data sources including Fall, Winter and Spring NWEA-MAP, Math, ELA & Science NSCAS, ELPA, HMH Weekly/Module Assessments, District Math Common Assessments were used to identify students needs, select strategies and set goals for student achievement,  which is outlined in our School Improvement Plan. The following artifacts guide or document our work in this  area:  2019-2020 Oak Valley Data Book P. 15-49  Snapshot report  Sample Student score/comparison  2019-2020 School Improvement Plan | |
| **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.* |
| Parent input is provided via the Parent Voice Climate Survey that is available throughout the year. Input is also  gathered via the Title 1 Parent meeting. The following artifacts guide or document our work in this area:  Parent Voice Climate Survey Results | |
| **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.* |
| We utilize Staff, Instructional Leadership Team and Grade Level Team meetings to engage in on-going  improvement efforts where we review plan implementation, dig into student data, identify professional  development needs and make decisions about adjusting instruction. The following artifacts guide or document  our work in this area:  ILT/SIP Review notes (11-23-2021  Grade Level Meeting agenda (9/31/2021)  Oak Valley Professional Development Calendar  Staff Meeting agenda ( | |

**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.* |
| Students identifies as at risk of not meeting state academic standards receive targeted interventions. Interventions Targeted intervention is provided to students who are at risk of not meeting state academic standards. Students received individual or small group intervention based on identified needs. The following artifacts guide or document our work in this area:  OPS ESSER Academic Recovery Plan  Best Instructional Practices Handbook  Sample SAT Plan  RIA guidance documents  Before and after school tutoring documentation.  OPS Academic Action Plan  Tutoring information form | |

**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 developed based on the comprehensive needs assessment and imbedded into the School Improvement Plan. There is District professional development during Curriclum Days two times per day. We also have professional development imbedded into our Grade Level meetings which occur bi-monthly and during one time per month staff meetings. | |

**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 is reviewed collaboratively with families and staff. The compact is posted on the school website and distributed during back to school events.  PTA agenda -February  Oak Valley Student Handbook (page 12) | |
| **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 current Parent and family Engagement policy was reviewed with families and staff during the February PTA meeting.  Parent engagement policy | |
| **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.* |
| The annual Title I parent meeting was held during a PTA meeting in February. The session included information about Title I and how it suports Oak Valley students. | |

**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).* |
| New Oak Valley students are onboarded in a variety of ways. Back to School night gives new students and families the opportunity to visit their classroom and meet the teacher. Students who enroll after the academic year has started meet with office staff and the administration to complete paperwork and the intake process. Students are welcomed the next day, allowing the teacher to have all the materials, nametags, lockers, etc. ready. Incoming kindergarten families are invited to kindergarten roundup. Families meet with staff and make the transition into kindergarten a seamless no tears (for parents) even. Oak Valley’s pre-kindergarten Family Support Worker shepherds families of our youngest learners through Early Childhood Application Days in March.  Early Application Days (SeeSaw Message)  MTSS-B matrix and welcome letter  Open House scavenger hunt (English and Spanish) | |
| **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).* |
| Oak Valley staff support transitions of students who move on to new schools, including middle school. The counselor collaborates with middle school counselors to assist in scheduling and education planning. Students have the opportunity to visit their next school. Lessons are taught to facilitate the transistion.  Counselor lessons including Power Point  Middle school registration schedule and communication  Screen shot and link to S'more promoting Beveridge Magnet Middle School Open House at http://www.smore.com/pd1ye-beveridge-magnet-middle-school  NLL Welcome camp and jump informational document | |

**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.* |
| The School Improvement Plan drives instruction at Oak Valley. Support of the includes the SAT process to identify interventions for struggling students, MTSS-B tier two behavior supports, Social/Emotional learning lessons and announcments, family curriculum nights in the areas of math and reading, before and after school tutoring, and Next Level Learning (NLL).  NLL Framework  One School One Book Parent information  One School One Book Choice Board  Math night Flyer  MTSS-B Check in/Check out document  SAT Meeting document  Tutoring Information form  SEL lesson examples  SEL announcements examples | |