

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:	Spring Lake Magnet Elementary
County District School Number:	28-0001-175
Building Grade Span Served with Title I-A Funds:	Early Childhood through Fifth Grade
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:	Katy Cattlett
School Principal Email Address:	katy.cattlett@ops.org
School Mailing Address:	Temporary Location through May 2023: 1001 Fort Crook Rd N, STE 250 Bellevue, NE 68005 Permanent Location: 4215 S 20 ST Omaha, NE 68107
School Phone Number:	531-299-2100
Additional Authorized Contact Person (Optional):	Renee Franks
Email of Additional Contact Person:	renee.franks@ops.org
Superintendent Name:	Mr. Matt 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

The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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<p><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p>See Parent Meeting Sign In 3-2-23 Katy Cattlett Nicole Mahr Renee Franks Soledad Marin Muñoz</p> <p>_____ _____ _____ _____ _____ _____</p>	<p><u>Titles of those on Planning Team</u></p> <p><u>Parent Administrator</u> Instructional Facilitator Assistant Principal Dual Language Lead Teacher</p> <p>_____ _____ _____ _____ _____ _____</p>
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 686	Average Class Size: 19.75	Number of Certified Instruction Staff: 49.7
Race and Ethnicity Percentages		
White: 7.1 %	Hispanic: 87.3 %	Asian: 0.1 %
Black/African American: 2 %	American Indian/Alaskan Native: 0.3 %	
Native Hawaiian or Other Pacific Islander: 0.1 %		Two or More Races: 2.9 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 81 %	English Learner: 71 %	Mobility: 5.58 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	MAP
ELPA21	

Please write a narrative in each box below to correspond to the Rating Rubric.

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint 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>To address our schoolwide needs, we started in May 2022 looking at our NSCAS, ELPA21 and MAP data to determine strengths and areas of growth for Spring Lake (see SIP Reflection and Planning 5-31-22 PDF.) The data overwhelmingly demonstrated that our core instruction was not meeting our students' needs. With a very high poverty level as well as a high percentage of English Learners, our core instruction must meet their needs daily, rather than utilized as an "add on." It was determined that our focus should be effective Tier I instruction for language learners.</p> <p>During the PD, teachers completed an activity that helped them identify and prioritize effective instructional strategies. The School Improvement Planning team reviewed the results of this data for focus areas of professional development. This data was also shared with teachers at the opening meeting and feedback was solicited. (See the Common Instructional Strategies PDF.) After Fall MAP, teachers reviewed their data to make adjustments to the grade level PLCs. (See Fall MAP Reflection PD 10-31-22.) Coaching data is collected throughout the year and a mid-year fidelity check was completed. The data from the mid-year check informed second semester professional development. (See Staff Meeting 2-13-23 PDF.)</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>During our May 2022 Parent/Family Meeting, administration gathered input from parents regarding changes or additions needed for the compact. (See SLM Family Meeting.) During that meeting, it was determined that agreements regarding technology were needed since we were now a 1 to 1 school district. These were changed in the compact and will be included in the 2023-2024 Spring Lake Handbook due to printing timeless for the 2022-23 school year. At the September 2022 Parent Coffee, (see Principal Coffee 9-1-22) we reviewed the updated compact with families, including the added components regarding technology. In March 2023, we sought input from parents regarding our School Improvement/Title I Plan as we prepared for the Comprehensive Needs Assessment as part of the CSI process with the state of Nebraska. (See Parent Family Meeting and SIP Feedback 3-2-23.) During that meeting parents expressed needs in understanding the way math is taught now versus how they were taught in their home countries. Strategies were shared with parents and a future STEAM Night will include a rotation for parents to learn more about our math curriculum.</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>At the beginning of each school year, all PD opportunities are identified and added to a master calendar for the leadership team to review. This calendar maps out all PD activities at the building and district level for teachers. (See Spring Lake Professional Learning Plan 22-23.) Adjustments are made as data is collected but stays in alignment with the SIP. As part of the comprehensive needs assessment process for CSI, Spring Lake's CSIP was</p>	

recently revised to reflect goals in reading, math, and chronic absenteeism. (See 2022 CSIP Spring Lake Revised 3-2023.)

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.

Spring Lake's SIP focuses on effective Tier I instruction for language learners. In addition to the previously mentioned activities, Spring Lake has three reading interventionists who work with primary aged students who are not making progress towards reading on grade level. Each classroom teacher has built in intervention time to use for additional small group instruction. Instructional paraprofessionals were trained to use four different resources at the direction of the teachers. (See Para Training Email.) Each para works one on one or with small groups of students daily. Students who are not making progress can be referred to the Student Assistance Team where the teacher, the SAT coordinator, and families can discuss strategies to help the student improve. (See SAT Nomination 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.

All paraprofessionals were trained on the use of four support resources, three reading and one math. (See Para Training Email.) Ongoing professional development on the use of data has included the use of MAP (See Spring Lake Professional Learning Plan 22-23) and common assessments (see Kinder PLC Calendar Jan-May 2023 for an example). We have one to two staff meetings and one to two grade level meetings each month where the focus is professional development. Additionally, there are two curriculum days each year where the district provides mandatory and choice professional development. (See August 11-12, 2022 Curriculum Day Information and Curriculum Day Feb 2023 Catalogue - Final.)

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.

During our May 2022 Parent/Family Meeting, administration gathered input from parents regarding changes or additions needed for the compact. During that meeting, it was determined that agreements regarding technology were needed since we were now a 1 to 1 school district. These were changed in the compact and will be included in the 2023-2024 Spring Lake Handbook due to printing timelines for the 2022-23 school year. At the September 2022 Parent Coffee, (see Principal Coffee 9-1-22) we reviewed the updated compact with families, including the added components regarding technology (See Title I Parent Meeting Sign In 9-1-22.) The compact is available to all families in our Student Handbook (see 18293 Hdbk SpringLake-2022-23.)

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.

<p>The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below. (See 22-23 Combined-District-and-School-Parent-and-Family-Engagement-Policy and Spanish Parent-and-Family-Engagement-Policy.)</p>	
4.3	<p><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> <p>The annual Title I meeting was held on 9/1/22 (Principal Coffee 9-1-22) and Title I Parent Meeting Sign In 9-1-22.) We do this each fall. Additionally, several family events were held throughout the year. We have fall and spring STEAM Nights which include activities to teach our families how to support their children at home in reading and math. We also had a Dual Language literacy event for our dual language families. This December, we also invited families to meet us at the public library on a Saturday. (See STEAM Night Invite English Fall 2022, Dual Language Celebration Invite English, Library Invite English. Each of these flyers were also distributed in Spanish, as all home communication is done.)</p>

5. Transition Plan

5.1	<p><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> <p>Each January we hold Kindergarten Roundup where incoming kindergarten families come to register their children and the children visit classrooms. In August we hold a Back to School Celebration where all families, including kindergarten, can visit their classrooms and meet their teachers. The students in our early childhood program also do a transition activity to prepare to go to kindergarten. On articulation day in the spring, early childhood teachers complete a spreadsheet on each student exiting to kindergarten. Some students do not attend our school for kindergarten so we send that information to their next school.</p>
5.2	<p><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> <p>Each spring, our district holds an Articulation Day. (See Elementary Articulation Day.) During this day, teachers complete student information cards on each student. Those cards are then used to complete class lists for the upcoming school year. (See Articulation Day Student Cards.) If students transfer to another school, this information is sent on to their new school. Teachers also use Articulation Day to plan transition activities for each grade level. These activities are carried out during the rest of the school year. Our outgoing fifth grade students will visit Marrs Middle School, our neighborhood pathway school. All fifth graders are invited to attend a Welcome Camp at their middle school during the first week in June.</p>

6. Strategies to address areas of need

6.1	<p><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> <p>In addition to time in each teacher's schedule for intervention (see 2022-2023 Time Allotments), Spring Lake has three reading interventionists who support primary students who are not making adequate progress in reading. We also have a math specialist who works with small targeted groups. For example, she currently is</p>
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working with small groups of fifth grade students as this was our lowest performing group of students in math on NSCAS last year. She is using the winter MAP data to determine the focus areas of each small group. The math specialist also teaches our robotics program to all fifth graders. This program reinforces math and literacy skills. We provide before and after school tutoring as well as offer summer school for students who demonstrate need. Each student in grades three through five have access to an on-demand live tutor via their district issued iPads. Our Community Learning Center also supports students academically with tutoring and homework help. These efforts are all on top of the ongoing professional development for teachers on effective Tier I instruction for language learners.

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1

Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)