**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*

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| District Name: | | | | Omaha Public Schools | | | | | | | | |
| County Dist. No.: | | | | 28-0001 | | | | | | | | |
| School Name: | | | | Ashland Park-Robbins | | | | | | | | |
| County District School Number: | | | | 28-0001-210 | | | | | | | | |
| School Grade span: | | | | 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. Maureen Soto | | | | | | | | |
| School Principal Email Address: | | | | maureen.soto@ops.org | | | | | | | | |
| School Mailing Address: | | | | 5050 S. 51st St  Omaha, NE. 68117 | | | | | | | | |
| School Phone Number: | | | | 531-299-1020 | | | | | | | | |
| Additional Authorized Contact Person (Optional): | | | | Molly Reynolds | | | | | | | | |
| Email of Additional Contact Person: | | | | molly.reynolds@ops.org | | | | | | | | |
| Superintendent Name: | | | | Matthew Ray | | | | | | | | |
| Superintendent Email Address: | | | | matthew.ray@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)* | | | | | | | Titles of those on Planning Team | | | | | |
| Brandi Turner  Jan Martin  Tamika Walker  Kelly Gudenrath  Steve Soto  Stacey Maier  Arely Balderas | | | | | | | Parent  Administrator  Asst. Principal  Instructional Facilitator  Teaching and Lerning Consultant  Counselor  Parent | | | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | | | | |
| Enrollment: 779 | Average Class Size: 20-24 | | | | | Number of Certified Instruction Staff: 56 | | | | | | |
| Race and Ethnicity Percentages | | | | | | | | | | | | |
| White: 14.9 % | | | Hispanic: 75.8 % | | | | | | | Asian: .1 % | | |
| Black/African American: 4.9 % | | | | | American Indian/Alaskan Native: .9 % | | | | | | | |
| Native Hawaiian or Other Pacific Islander: .1 % | | | | | | | | | Two or More Races: 3.3 % | | | |
| Other Demographics Percentages *(may be found on NEP* <https://nep.education.ne.gov/>*)* | | | | | | | | | | | | |
| Poverty: 86 % | | English Learner: 41 % | | | | | | | | | Mobility: 6.80 % | |

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| Assessments used in the Comprehensive Needs Assessment  (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
| ELPA 21 | Amira Read |
| NSCS |  |
| In-View |  |
| MAP |  |

*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.* |
| Staff utilizes the many pieces of data that we accumulate throughout the school year. The data from MAP, NSCAS, Amira, ELPA 21, Lexia, In-View are all considered useful information when determining the most immediate needs in learning for those at-risk, and for those failing in content areas.Many times the assessment results lead staff to begin the SAT process to determine the cause of lack-of-progress for many students, which can lead to documentation of specific strategies for 6 weeks to determine if changing strategies and re-teaching are proving a spark in learning in the ELA and mathematics.  Data walls, assessment results , IEPs in Reading and Math are a starting point as we begin to gather data and it lays the foundation for curriculum delivery, progress reports, information to be shared at PT Conferences, and determines any needs that may be suggested for additonal classroom learning support.  District Data Book:  MAP results: pages 15, 17- 23, 25-31, 31, 33- 37  NSCAS results: pages 39-49  ELPA results: pages 51-52  LLI Data and Schedule  Data walls are updated following assessments and are displayed in the hallways an d the Leadeship Meeting Room.. Grade level meetings that are held there, focus on deep discussions as an overall grade level, and include EL and Resource teachers for their suggestions and strategies for re-teaching.  Instructional Facilitators meet with each individual teacher at each grade level to discuss assessment results and offer suggestions for additonal tracking of those at - risk and those failing in the content areas. After determination is noted as to the concern, a plan is created with the teacher to increase progress that is needed for the students additional support. | |
| **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.* |
| A Parent meeting was held on March 11, 2022 . The meeting was held virtually due to COVID protocol and was lead by the Administration. Parents were told of the importance of their input and how the meeting was a requirement for our Title I Schoolwide Plan that was being prepared for the State. Parent arents asked about curriculum, support received through Title I, how their children would be impacted by the Federal program, and in particular, the Student-Parent Compact, and the Family Engagement Policy (that all school share).  Following good discussion, both Compact and Family engagement polcies were read and parents were asked for their suggestions. There were none, so both were approved and parents were reminded that at any time during a school year, suggestions for improvement are always appreciated and included.  Included:  \*Student-Parent Compact  \*Family Engagement Policy  \*Parent and Staff Attendance List  \*School Climate Survey | |
| **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.* |
| \*Staff and Leadership Team developed our Annual School Improvement Plan that is done each August. The SIP plan drives all that we do to increase overall student achievement in Mathematices, ELA, MTSSB, Wellness.  \*School Improvement Plan (on-going each month) | |

**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.* |
| \*All instructional Staff (teachers and paras) are trained in the procedures and requirements of giving the state assessment with state rules and regulations that are confidential in the giving of the assessments. Accommodations such as time allottments, use of manipulatives, and breaks are directed by individual student IEPs.  The staff holds SAT (Student Assistance Meetings) as needed and are requested for students who are struggling with their academics in the content areas of ELA and mathematics in particular. The Instructional Facilitators begin theprocess with the requesting teacher and meets with the teacher to begin the steps towards documentation of 6 weeks. together they deteremine the stratgies used andthose needed before convening the grade level team first, then dcuemnts for 6 weeks, at that time the process moves to holding a parent meeting with staff to determine any additional strategies that may be needed, and also to re-align any previous strategies that may need to be continued.  APR is fortunate to have the support for at-risk students through a Literacy Facilitator who works with Coaching of K-4 students and teachers needing additional strategies for overall growth in ELA.  \*Testing Practices and Procedures Hand-out (PD for teachers and paras with Instructional Facilitators)  \*Literacy Facilitator Job Description  \*SAT Procedures  \*SAT Schedule  \*SAT Documentation form | |

**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.* |
| \*Professsional Development is planned for the entire year in August and September. Much of the PD is determined by the Curriculum , Instruction, and Support Department at Central Office and is standard across all schools (based on the District focus for the year).All PD is focused on the content areas of Mathematics, ELA.  \*Testing Practices and Procedures Hand-Out(PD with teachers, paras, and Instructional Facilitators)  \*21-22 PD Plan  \*Academic Vocabulary PD presentation to teachers and paraprofessionals on January 4, 2022  \*Curriculum Day Meetings were held by National Consultants that focused on our new adoption of HMH Reading. Sessions focused on digital resources, training of data components for Lexia and how to apply the data as we chart class and individaul student growth or learning needs. | |

**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 is created and revised as needed with parents and staff each year. The meeting this year was held on March 11, 2022 with 6 parents and Administration. The Compact was explained , and each section discussed. There were no suggestions and no questions. The Compact is shared at the first PT conference in the fall.  \*School-Parent Compact  \*Power-point of March 11, 2022 parent meeting  \*Parent-Staff meeting signatures of virtual teams meeting | |
| **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 meeting to share and discuss our Family Egagement Policy with parents and staff was held on March 11, 2022 at the same time the School-Parent Compact was shared and discussed. We have found that Spring is the appropriate time to call parents to the meeting as we look towards the 22-23 school year.  \*Family Engagement Policy  \*School-Parent Compact  4.1 Parent-Staff signatures(included) | |
| **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.* |
| March 11, 2022 was the time we held the Title I parent meeting this year. It has been difficult to hold an in-perosn meeting such as we have done in the past due to the Pandemic, so we opted for a virtual meeting instead. Because it was held during a typical work day, many parents declined the virtual meeting due to their personal commitments.  We provided a comprehensive Title I overview in our weekly Newsletter following the parent meeting on March 11, 2022. Coverage to all parents is best sent through this process.  \*SMORE Newsletter. March 11, 2022 | |

**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).* |
| Each January the district holds Kindergarten Round-Up at all Elementary Schools for the incoming children who will join us in August of 2022. This year it was the Class of 2035! Parents and Guardians attended our Round-Up from 2-3 p.m. on January 20, 2022. This year parents were provided with iPads to do on-line enrollment. While this was a learning curve for rmany, all enrollments were completed with help from office staff.  Before the informational presentations, our Kindergarten staff was introduced and they led the little learners up to a classroom where they engaged in a story with a follow-up activity, played with individual, small play dough containers for small motor skills, and ended with an age appropriate game as a group. There was music and dancing and an excitement in the air as they looked forward to their Kindergarten year in August! All students received a bag of 6 new Scholastic Pre-K - Kdg books provided using our Title I Instructional funds, to take home and read together with their families!  The presentation included information needed for enrollment, a presentation about the medical documents needed, the role of the School Nurse was shared, and tips were offered on what is needed if students have medical needs, such as asthma, diabetes, etc. so that parents can get the medical Action plans ready to turn into the School Nurse in August.  Information was shared by the Principal that covers topics such as first day of school, morning arrival, Grab N Go breakast routines, lunch routines, and dismissal for students who are picked up by parents, or students who attend the after-school care program, and how students dismiss for bus rides or day care van pick up.  The importance of daily attendance was shared with parents and the process of how to notify the Office if their child is out ill or out for a family emergency, etc.  Because we have students making the transition from either the ECSE (Early Childhood Special Education classes), or our Pre-Kindergarten classes, we spend time explaining how classrooms are set-up and what staff does to welcome them into the general education environment.  \*Kindergarten Round-Up Notiifcation to families in SMORES Newsletter  \*Kindergarten Round-Up Meeting Agenda  \*Family pictures during the enrollment meeting | |
| **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).* |
| As we prepare to transition our 6th grade students to Middle Schools for 22-23, we work closely with the Middle School staff and the Middle School Counselors. Our 6th grade Counselor works with each 6th grade class and has several discsussions/lessons that pertain to what they will be expected to do upon moving to Middle School such as:  \*Counselor works weekly with students to master locker locks so they make it to class on time and aren't marked tardy to classes which is a stress factor in their early days at school and passing time  \*Counselor works closely with the various Middle School's Counselor sto register all of our students at each school they have chosen to attend  \*The Middle School visitations prior to the end of May include parent participation if they choose to atend  \*Sharing Middle School Welcome Videos for students who can't attend the school visitation in person is a task for our 6th Grade Counselor  \*Example of 7th Grade Registration invitaion  \*Schedule presented by Middle School to Elementary schools for fall 22-23 | |

**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.* |
| The Schoolwide Plan includes the following that shows how the amount and quality of learning time is covered during the instructional day. Extended learning (tutoring) was not possible this year due to the pandemic and the lack of staff interest due to the many expectations for staff and the guidelines for in-person learning, and social distancing, etc.)  \*K-6 Time Allotments are Included as evidence  \*Grade level time allotments are clearly outlined by CIS (Central Office) as a guidleine for curriculum pacing  \*Intervention times are noted for each grade level (This is the time to re-teach needed skills, support needs of student who have had many absences due to COVID, etc.)  \*Morning meeting times are incorporated into the first 10 minutes of the day to build relationships and practice SEL time for all students.  \*Powerpoint presentaion by Central Office staff that explains NLL registration for faimilies. (There is no longer paperwork enrollments for families which streamlines overall registration and allows for additional invitations to NLL in June and July.) | |