

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:		Crestridge Magnet
County District School Number:		28-0001-085
Building Grade Span Served with Title I-A Funds:		Kindergarten- 5th Grade
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>		<input type="checkbox"/> Yes <input checked="" 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)_MTSS-B, Dropout Prevention, Science, College to Career
School Principal Name:		Valerie Varas
School Principal Email Address:		valerie.varas@ops.org
School Mailing Address:		818 Crestridge Road, Omaha, Ne, 68154
School Phone Number:		531-299-1280
Additional Authorized Contact Person (Optional):		Christine Jácome
Email of Additional Contact Person:		christine.jacome@ops.org
Superintendent Name:		Cheryl Logan
Superintendent Email Address:		cheryl.logan@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

<p align="center"><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center">Christy Jácome Jennifer Vizuite Valerie Varas Elisabeth Ohri Grecia Flohrs Amanda Godwin</p> <p align="center">_____ _____ _____ _____ _____ _____</p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"><u>Parent</u> <u>Administrator</u> Instructional Facilitator ESL Teacher/ DL Lead Principal Kindergarten Teacher Bilingual Liaison Parent</p> <p align="center">_____ _____ _____ _____ _____</p>
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 377	Average Class Size: 22	Number of Certified Instruction Staff: 30
Race and Ethnicity Percentages		
White: 34.7 %	Hispanic: 49.9 %	Asian: 2.1 %
Black/African American: 7.7 %	American Indian/Alaskan Native: .3 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 51% %	English Learner: 24 %	Mobility: 10.6 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	SAS Survey
MAP	ELPA
Amira	
School Climate Survey	

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	<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>Student achievement data is examined from multiple sources of achievement data. These include fall, winter and spring NWEA-MAP Assessments, NSCAS ELA and Math Assessments. Student data is disaggregated by subgroups and used to make instructional decisions, including strategies for meeting the educational needs of all students.</p> <p>Supporting documentation is located in the Crestridge Data Book located in this folder (1.1)</p> <ul style="list-style-type: none">• Snapshot Report (pg. 1-5)• NWEA-MAP Results (pgs. 15, 17-43) <p>ELPA (English Language Proficiency Assessment (pgs.16, 53-54)</p> <p>Additionally, a file labeled NSCAS Spring 21-22 is located in this folder 1.1</p> <p>Our SIP (School Improvement Plan) is derived from staff input based on school data. Goals are determined in the areas of literacy, math, science, attendance and behavior. Crestridge's Schoolwide Plan includes several components that address a variety of school improvement initiatives. The following information includes a breakdown of the goals. (See Crestridge SIP).</p> <p>The SIP Team meets on a regular basis to monitor academic growth, create professional development and determine next steps. Surveys are administered to help identify growth and future planning needs. Additionally, at the end of the year the school based Instructional Leadership Team which has grade level representation and interdepartmental representation reviews the SIP plan and provides input on the plan, as well as professional development for the following school year.</p> <p>The MTSS-B (Multi-Tiered of Support Systems in Behavior) Team also meets on a monthly basis to establish clear building wide expectations to support and decrease behavior concerns in the building. Every month the team looks at the Behavior Dashboard to develop an action plan that is shared with staff. (See MTSS-B Big 5 Solution Plan). Annually, staff also takes the Self Assessment Survey (SAS Survey) and the team completes the Tiered Fidelity Inventory (TFI) to review building wide systems that are in need of rebuilding, refinement, or reteaching.</p> <p>Another area of focus is a district wide initiative to improve attendance at every building. The goal for each school is to reduce the percentage of students missing 5% (about 9 days) or more of their school year by 2%. An Attendance Team will be created and will meet every other week to discuss at risk and chronically absent students and how to support these students. The team will look at the data on the Attendance Dashboard (see Attendance Dashboard Snapshot and Subgroup for Chronic Absenteeism) to identify students at risk. Building level specialists (art, music, library, counseling, and PE) support students identified at risk by checking in with the student daily and tracking their attendance. For students in the chronic domain, the school counselor and/</p>	

or the school support liaison meet with families to identify barriers of non attendance and to offer resources such as financial assistance, programs that help goal set and build structure in the home such as the GOALS or SAFE program, or even refer to a district social worker for ongoing support.

Attendance letters will be generated followed by phone calls to provide support and/or resources to the families. Home visits may also be necessary to meet with families to support their needs. (See Strive for 95 Attendance Plan and OPS Attendance Handbook) Student data is disaggregated by subgroups and used for making instructional decisions, which include strategies for meeting the educational needs of historically underserved populations.

Lastly, with the goal of building a positive school culture where students feel a sense of belonging, as well as with the goal of building students emotional regulation skills, Crestridge is in the process of implementing RULER. RULER, is an evidence- based approach to social and emotional learning. The acronym RULER stands for the five skills of emotional intelligence (recognizing, understanding, labeling, expressing, and regulating. Crestridge is in phase one rolling out training to staff through online learning modules and a Professional Learning Community (PLC) book study opportunity. Additionally, this spring, Crestridge parents have the opportunity to engage in a book study either in person or online.

Based on the data analysis, measurable objectives were defined. The following are ways needs are addressed.

1. Targeted professional development in the area of language learning, Social Emotional learning, and academic discourse in the area of mathematics using math talk moves (see PD Calendar)
2. Data Review and Planning * Broken down by grade level with assessment results for each class *Instructional Strategies reviewed and discussed *Student Data reviewed and discussed *Support adjusted for individual or group needs *Review of curriculum guides and district pacing
3. Embedded professional learning and fidelity checks through peer learning cycle and school wide coaching schedule

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.

Every year during Spring Conferences parents are asked to complete a survey to gather their input on how well the school is doing in the following areas: School Climate, School Safety, Equity/Respect for Diversity, Discipline, and Parent Involvement. Due to global pandemic only 32 parents completed the survey every effort is made to ensure a significant number of parent/community surveys are returned for data review. This survey also gathers input from teachers and students.

Data from the Climate Survey and survey questions asked can be located in the attached Data book in folder 1.2 (see results on pg 9-12 of the Crestridge Data Book). Results of this survey are also utilized to determine goals for the following school year.

PTO Meetings and family nights are another great way to gather parent input. At each PTO meeting, the principal provides opportunities for parents to ask questions or provide input. Additionally, parent coffee topics are focused around topics that parents identify interest in. The Crestridge PTO also offers an annual surveys for parents to complete to shape the meetings that will occur and to determine a meeting schedule that is complimentary to parents needs and goals. at the end of the Family Night to gather their input and future suggestion so support their learning needs at home.(See Family Reading Night January Flyer)

An annual meeting is held to review the School-Parent Compact and Family Engagement Policy to allow for parent input. At this meeting families are also given the opportunity to provide additional input on how to improve Crestridge. (See Title 1 Input Presentation on 3-9-23 and Parent Input Forms in folder 1.2)

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.

Our SIP (School Improvement Plan) is derived from school data and ongoing input. Goals are determined across content areas as well as attendance and behavior. Crestridge's Schoolwide Plan includes several components that address a variety of school improvement initiatives. The following information includes a breakdown of the goals and the ongoing efforts for continuous improvement. (See Crestridge's SIP Plan)

The first area in our SIP Plan is our Instructional Target: Increase access for all students to the guaranteed and viable curriculum and to increase language proficiency in speaking, writing, reading, and listening (SWRL) through the use of language learning strategies across content areas.

This SIP Team meets on a regular basis to monitor academic growth, create professional development and determine next steps based on the instructional goal. Quarterly electronic surveys are provided throughout the year to gather input from staff on areas that they need professional development. Additionally, surveys are provided after professional development to determine areas of growth, needs and future professional development. Lastly, at the end of the year the school based Instructional Leadership Team which has grade level representation and interdepartmental representation reviews the SIP plan and provides input on the plan, as well as determines the professional development calendar for the following school year.

The SIP Team uses the data to determine future professional development opportunities. The plan is reviewed throughout the year using school data and ongoing input. Goals are determined across content areas as well as attendance and behavior. The Schoolwide Plan includes several components that address a variety of school improvement initiatives. Staff professional development is provided at grade level meetings, staff meetings, and Team collaboration days (See Crestridge SIP Plan) Data is also collected from classroom coaching visits and EST (Elementary Support Team) meetings throughout the year. The team collects data during coaching visits and calibrates afterwards to identify strengths and future professional development needs. (See Quarter 3 Classroom Coaching Data)

Another focus area in our School Improvement plan is the MTSS-B Goal: Implement MTSS-B Tier 1 practices and systems with fidelity based on Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) data. The MTSS-B (Multi-Tiered of Support Systems in Behavior) Team also meets on a monthly basis to establish clear building wide expectations to support and decrease behavior concerns in the building. Every month the team looks at the Behavior Dashboard to develop an action plan that is shared with staff. Ongoing feedback is also used to determine growth and changes. All staff is also given a yearly survey to once again monitor growth and needs. (See October MTSS-B Big 5 Action Plan, Crestirdge SAS Survey Results)

Also, Crestridge has goals that focus on improving attendance at every building. The goal for each school is to reduce the percentage of students missing 5% (about 9 days) or more of their school year by 2%. The Attendance Team consists of the instructional facilitator, the school counselor, the bilingual liaison, the school support liaison attendance secretary, two teacher representatives and the school principal. The team meets every two weeks to discuss chronic students and how to support these students. The team looks at the data on the Attendance Dashboard to identify students at risk. Attendance letters are generated followed by phone calls to provide support and/or resources to the families. Home visits may also be necessary to meet with families to support their needs. Attendance incentives have been added to motivate students to meet class and/or individual goals. Progress monitoring is shared with staff on a regular basis (See Strive for 95 Attendance Plan, OPS Attendance Handbook, Attendance Email to Staff, and List of Attendance Incentives for teachers)

Lastly, with the goal of building a positive school culture where students feel a sense of belonging, as well as with the goal of building students emotional regulation skills, Crestridge is in the process of implementing RULER. RULER, is an evidence- based approach to social and emotional learning. The acronym RULER stands for the five skills of emotional intelligence (recognizing, understanding, labeling, expressing, and regulating. Crestridge is in phase one rolling out training to staff through online learning modules and a Professional

Learning Community (PLC) book study opportunity. Additionally, this spring, Crestridge parents have the opportunity to engage in a book study either in person or online.

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.

Scientifically based research and multiple strategies are used to provide additional assistance to identified needs of targeted populations and individual failing students or at risk of failing to make progress on standards. An electronic copy of the Elementary BIPH is accessible to all staff member on the district Elementary SharePoint site. This document is a great resource tool that includes the latest research best instructional practices that can be used with all students. (See 2018-2019 BIPH and the Elementary Look For Document in folder 2.1)

Before or after school tutoring for grades Kindergarten-5th grade is provided throughout the year for identified students. The tutoring program is designed to enable teachers to have additional time to work with small groups of students in the areas of Reading and Math.

Teachers are also expected to provide differentiated instruction which includes small group instruction and interventions. Differentiated instruction is built into the time allotments for each grade level. Guided reading groups take place in all classrooms in which students are provided high quality instruction based on their needs. Lesson plans document differentiated instruction. (See Reading Block Group Chart and Time Allotments)

Teachers work collaboratively to identify and create targeted lessons that use grade level specific formative and summative common assessments. They create a common assessment then interpret the results to then use the data to drive instruction and monitor student progress. The Instructional Facilitator, Principal, and Dual Language Lead Teacher leads quarterly data dig meetings in the area of reading and math to address the use of data and encourage collaboration for next steps.

Students are monitored and identified if they are having academic, language, or behavioral needs. Students not making progress are referred to the Student Assistance Team (SAT). The team works with the classroom teacher to create a plan to support student needs. The team meets every twenty days to monitor, revise or refer students for academic testing. (See SAT Meetings Presentation, SAT Cheat Sheet, Pre-SAT form, and SAT notes)

Next Level Learning (extended learning through summer school) is offered for Crestridge students in grades kindergarten through 4th grade. Priority is given to students that need remedial support. This includes students in special education or students performing below grade level. This program allows students to continue to work toward proficiency in the areas of Math and Reading. Each student will have a Summer Personalized Learning Plan that documented strengths, interventions, and pre/post assessment. (See Example of 2023 Summer School List and Eligibility Criteria)

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.

Ongoing professional development focuses on proven effective strategies that focus on student achievement. All instructional staff (certified and classified) are provided ongoing professional development throughout the

year to increase student achievement. This PD plan is a balance of district determined PD as well as building specific PD based on building needs. (See Feb. Curriculum Day and OPS Paraprofessional Curriculum Day, also Crestridge PD Calendar 22-23)

The professional development plan and calendar is created by the leadership team and School Improvement Team based on the most current and relevant data. The team collects input from the instructional staff to determine building professional development needs aligned to the School Improvement Plan. The plan is reviewed on a regular basis. (See Crestridge SIP at a Glance)

Every 6 weeks each grade level works together to create a Math Recovery Plan. The purpose of the recovery plan is to fill in the learning loss gaps due to the pandemic. The grade level works as a team to create lessons and a common assessment to focus and strengthen an area of need. The team administers the same assessment which is used to discuss areas of growth and need. (See Recovery Plan Cycle).

Grade level meetings are held twice a month. The focus of these meetings is to provide grade level teams the opportunity to analyze student data, co-plan for instruction and identify students who need additional support both in academics and behavior management. Following co-planning opportunities, instructional staff also have the opportunity to reflect on how students are performing in classrooms as a result of intentional planning through peer learning opportunities (See GLM Planning for Peer Learning)

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.

At a PTO meeting annually and during spring conferences every classroom teacher shares the Crestridge compact with families. In future years, this will also be embedded in classroom teachers Open House Presentations and during fall conferences. This review allows the parents to know and understand how the school, the family and the child work together to create a successful learning environment. Teachers also use this time to share academic, behavior and other classroom expectations. Parents are given the opportunity to visit the classroom, see what students are learning and ask questions. (See Title I Parent Meeting, Open House Invite and Open House Presentations)

Parents and community members at Crestridge have opportunities to contribute to the development, implementation and evaluation of the school-parent compact. All family meetings, events and communication are facilitated in English and Spanish to provide all the information in the languages spoken at Crestridge. (See Crestridge Compact, Title 1 Meeting Presentation, Annual Title 1 Family Input 3-9-23)

An annual meeting is held in English and Spanish to review the School-Parent Compact and Combines District and School Parent Policy to allow for parent input. (See Title 1 Meeting Presentation on 3-9-23 and Annual Title 1 Family Input Forms 3-9-23)

In future years, the compact will also be included in the Crestridge Handbook in English and Spanish. The student handbook is distributed electronically to all families at the beginning of the year and they must sign off that they have reviewed and received the information. All handbooks are also made available on the school website. (See Crestridge Parent Compact)

Communication to families and community is a key element in achieving parental involvement at Crestridge. Communication is done in many different forms that include:

- Monthly school newsletters (See March 2023 Newsletter)

	<ul style="list-style-type: none"> • Marquee reminders • Open House (See Open House Invite) • Crestridge Family Nights (See January Reading Flyer and International Dinner Flyer) • Social Media (Facebook) • Blackboard Automated Calls • School website • Parent Coffees (See Crestridge Café Invite) • PTO Meetings • Class Dojo (See Class Dojo Event Reminder) • Annual parent meeting to review the School-Parent Compact (See Title 1 Parent Presentation on 2-9-23)
4.2	<i>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.</i>
	<p>Parents and community members will have opportunities to contribute jointly to the development and implementation and evaluation of the Title 1 Parent and Family Engagement policy. All family meetings and events are facilitated in English and Spanish to provide all the information in the languages spoken at Crestridge Elementary (See Title 1 Family Engagement Policy)</p> <p>Families are invited to different family nights throughout the year. On March 9, 2023 an in person review of the Parent Compact and the Family Engagement Policy was held where families learned about Title 1 and the impact it has on the school community. (See Title 1 Parent Meeting Presentation and Title I Agenda and Sign In) Families are given the opportunity to express areas of strength and needs. Input is also provided on ways to improve as a school. (see Title 1 Input Form)</p> <p>In future years the Title 1 Family Engagement Policy will also be included in the Crestridge Handbook in English and Spanish. The student handbook is distributed electronically to all families at the beginning of the year and they must sign off that they have reviewed and received the information. All handbooks are also made available on the school website. (See Title 1 Family Engagement Policy)</p>
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>
	<p>A Title 1 family meeting was held on March 9, 2023 to inform parents about the important role Title 1 has for Crestridge. All family meetings and events are facilitated in English and Spanish to provide all the information in the languages spoken at Crestridge. At this meeting the following topics about Title 1 was shared with parents. Parents are always encouraged to provide input. (See Title1 Parent Presentation and Crestridge Parent Input Form)</p> <ol style="list-style-type: none"> 1. What is Title 1? 2. How Title 1 support our school improvement goal? 3. How Crestridge uses Title 1 Funds? 4. Changes made due to Parent Input? 6. Encourage parents to attend Family Nights <p>The building level parent policy and compact, which meets Title 1 requirements are reviewed and updated annually at the annual parent meeting. The purpose of this meeting is to review the current school compact and parent involvement policy. Parent input is collected to make the necessary additions and adjustments for the following school year. Parent input is also gathered on ways to improve Castelar. (See Title 1 Meeting Presentation on 3-9-23 and Crestridge Parent Input Forms)</p> <p>Additionally, students and parents are encouraged to remain in good communication with their teachers to</p>

ensure they understand their performance at all times. At spring conferences teachers will review the Title 1 School Compact and Parent Policy Handouts in the family's preferred language. In the future, teachers review the School Compact and parent involvement during Open House, at Fall Student Led Conferences, and parents will receive the information in the school handbook that is provided electronically and that will be made available on the school website. Parents are made aware of the important role all stakeholders (student, school and parents) have to support student success. (Crestridge Parent Compact and Crestridge Parent Involvement Policy)

Crestridge provides Family Nights as a way to share ideas and activities parent can do at home to support their child's learning. Sessions are aligned with Crestridge's School Improvement Plan providing ideas to support literacy, math, science, and social studies. Families reflect at the end of the family night. Each family is given the opportunity to provide input about the event and add any additional ideas they would like to include in future events. (See Parent Café Flyers and January Family Night)

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).

At Crestridge there are three Kindergarten classrooms. Information is provided to incoming families for them to get to know their child's teachers. This information includes the teachers contact information. This will allow students and families to become familiar and interact with kindergarten staff on a regular basis. In addition, it will allow teachers and paraprofessionals in kindergarten to frequently collaborate in all areas, specifically looking at incoming students from early childhood to kindergarten and their individualized needs to prepare for the next school year. (See Meet the Teacher Woodward for an example)

The kindergarten transition plan includes a two-day event. One day is in January for parents to register their in-coming kindergartner, a parent meeting that covers the following topics for parents to learn more about Kindergarten at Crestridge: health requirements, school counseling, student attendance, dual language programming, kindergarten readiness skills, language development, and our international studies magnet. While parents are in session, the kindergarten candidates join a kindergarten classroom and learn first-hand what it is like to be in kindergarten. Parents are reminded to contact the school with any questions.

Additionally, another in day in August is held with incoming kindergarten students that involves a classroom visit and school tour. Parents are also provided information for accessing the school communication platform, Classroom Dojo and they are able to ask individualized questions. Also, for students with increased needs due to qualifications for special education or with school anxiety early bird meetings are held to allow for the student to receive further instruction in navigating the classroom and opportunities to get to know the team prior to school starting. This opportunity also allows families to share strategies that have been successful in supporting their children in other school environments and with transition.

All Omaha Public Schools provides a Meet the Teacher Night prior to the first day of school in August. This allows parent, students, and staff to meet each other. It helps the students become familiar with their teacher. It is a good introduction to the teacher. (See Fall Opening Letter)

Orientating new students to Crestridge involve the following activities:

- All new students and families meet with office to complete the necessary paperwork. Students start the next day, allowing the teacher to have all the materials, nametags, locker, and seating arrangement complete.
- Once the family completes their paperwork, an office staff member shows the student their new

	<p>classroom and introduces them to their teacher.</p> <ul style="list-style-type: none"> • Families can access school information through the Crestridge website at https://www.ops.org/crestridge • Kindergarten registration is in January- August.
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>Beveridge Middle School is Crestridge's feeder school. Many opportunities are provided for 5th grade students to become familiar with the new school. (See Beveridge Middle School Open House Smore)</p> <p>Crestridge begins communicating and coordinating in January 2023 with surrounding middle schools to provide students and families the opportunity to attend Open House at various middle school to assist with the selection process. (See January Newsletter)</p> <p>Annually, the Crestridge counselor coordinates an in person panel where former Crestridge Students meet with current 5th grade students to discuss what middle school is like. Prior to the visit, time will be given during guidance class for the students to write down questions about Beveridge, classes, passing periods, lunch procedures, school opportunities and other topics. Lessons provided by school counselor to address concerns around; Understanding the Change, Setting Yourself for Academic and Social Success. (See Counselor Lessons).</p> <p>Crestridge fifth grade counselor discusses middle school transition during guidance classes in April and May. District has lesson plans prepared for this topic. Extra sessions are planned in regards to practicing opening combination locks. (See Middle School Lessons) Guidance counselor will communicate with other counselors at middle schools to set up visits for students who need additional opportunities to process the transition, specifically students with IEP's or 504 plans. OPS will provide an Articulation Day on April 18,2022 to allow teacher and other certified staff to work together and discuss student transitions for the upcoming school year. (See Calendar Updates)</p> <p>Crestridge students will be able to attend "Next Level Learning" Summer School which is an opportunity for students to get familiar with middle school expectations while providing orientation and remedial needs.</p> <p>The Dual Language/ESL Lead teacher assist dual language students and parents with dual language school selection process. She makes phone contacts with parents not completing the process. She also answers any parent questions about transition to middle school.</p> <p>Lastly, on the district scheduled articulation day, Crestridge's 5th grade team meets with Beveridge's 6th grade team to share information about the 5th grade cohort academically and socially. Recommendations will be made for individual student transition support. (See Vertical Conversations Guide)</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>Crestridge Elementary students have numerous opportunities to participate in extended learning. Some of the anticipated opportunities include:</p> <p>In the classroom, the traditional school day schedules are designed to include time for classroom teachers to deliver specific intervention of identified students. (See Time Allotments) Also, instructional paraprofessional staff provide a variety of academic and behavioral supports throughout the school day. They work with small groups of students to build their skill set on what is being taught.</p>

Based on MAP results, Reading Benchmarks , and ELPA score select students work individually or in small groups with a reading teacher or EL teachers in all grades. This extra support is provided during the instructional day. (See Vizuite Schedule)

Elementary Summer Next Level Learning is for Crestridge students in grades kindergarten through 4th grade. Priority is given to students that need remedial support. This includes students in special education or students performing below grade level. This program allows students to continue to work toward proficiency in the areas of Math and Reading. Each student has a Summer Personalized Learning Plan that documented strengths, interventions, and pre/post assessment. Crestridge 5th grade students have the opportunity to attend Next Level Learning opportunities at their respective middle schools.

Crestridge also has a Kids Club morning and after school program that will offer homework support and tutoring. Tutoring and mentoring with a focus on academics and building relationships beyond the assigned classroom teacher.

School Based Tutoring will be offered in the areas of reading and/ or math allowing more students to participate. All students also have access to On Demand Tutoring through Paper. Through online tutoring with Paper, students in grades 3-5 have access to:

- 1:1 live chat tutoring sessions with experts
- Support in over 200 subjects
- Multilingual native language support (English, Spanish, French and Mandarin)
- Expert review of written work (essays, creative writing, poetry, and other reports)
- Hundreds of resources and activities to help best support students at home
- Interactive shows and activities to expand learning beyond the classroom

Crestridge Elementary partners up with numerous community supports to include mentoring, and outside of school experiences. Some of these supports include: TeamMates, Connections, UNO and UNL practicum students, Omaha Suburban Rotary, Boys Town, and Community Volunteers. (See BoysTown Parent Café Brochure)

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.)