

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.:	28-0001-204
School Name:	Bancroft Elementary
County District School Number:	1
School Grade span:	PK - 5
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:	David Milan
School Principal Email Address:	David.Milan@ops.org
School Mailing Address:	2724 Riverview Blvd. Omaha, NE 68108
School Phone Number:	531-299-1040
Additional Authorized Contact Person (Optional):	Thomas Olsen
Email of Additional Contact Person:	thomas.olsen@ops.org
Superintendent Name:	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

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
David Milan	<u>Parent</u>
Thomas Olsen	<u>Administrator</u>
Linda Rice	Principal
Cristina Ledesma	Assistant Principal
Beth Musil	Instructional Facilitator
_____	Parent
_____	Parent
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information
(As of the last Friday in September)

Enrollment: 502	Average Class Size: 22.5	Number of Certified Instruction Staff: 50
Race and Ethnicity Percentages		
White: 20.5 %	Hispanic: 72.4 %	Asian: 0 %
Black/African American: 3.6 %	American Indian/Alaskan Native: .6 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 2.9 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 90.5 %	English Learner: 39.7 %	Mobility: 11 %

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

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>NWEA MAP (K-6) and NSCAS (3-6) data was analyzed by classroom teachers and the leadership team to improve planning and instruction. Teachers developed and implemented learning targets to focus the goal of each lesson. Teachers differentiated instruction based on student need and progress for individual, small group and whole group instruction. Grade level meetings were held to evaluate student performance on summative and formative assessments and adjust student groups as needed. Students at risk of failing were identified for further instruction with intervention teachers and paraprofessional support.</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>Parents and community members completed the School Climate Survey. The survey was offered to all participants at student/teacher conferences in the Spring. The surveys were anonymous and returned to the district research department for compilation. During the 19-20 school year staff worked with Minnesota Humanities(organization to increase family engagement) to begin engaging families and the community in school activities. These meetings were held with Minnesota Humanities, Bancroft Administration and Bancroft Staff to begin this process. These meetings were put on hold in March 2020 due to the Covid-19 pandemic. Principal's Coffees were held quarterly to engage parents in school activities and provide input for school initiatives. Parents attended Title One input sessions held at the district offices.</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>In the spring of 2017, several OPS schools were offered the opportunity to participate in a new school improvement process based on the research of Jim Knight, a professor at the University of Kansas. The goal is to become an Impact School. Through this process the Bancroft Staff created our school improvement goal of, "We believe that if we have a school-wide goal of creating academically tenacious students through the practice of using learning targets it will have a positive impact on school achievement." Professional development is held monthly to continue this work. The book, "Learning Targets" was used for guidance, bi-monthly grade level meetings incorporated learning targets discussions, daily coaching feedback on learning targets regarding posting, unpacking, 1-2-1 and summary of the learning target were used for frequent feedback on instruction. This continues to be a focus of Bancroft's core instruction in each lesson. In 2019-2020 we hired an instructional interventionist for math and reading. In 2020-2021 we hired an additional instructional interventionist. One interventionist focuses on reading in grades 1 and 2 and the other interventionist who focuses on math in grades 2 and 3. Both interventionist work directly with students who</p>	

are at risk of failing to meet state standards. In 2020-2021 we utilized Title I money to purchase the computer program IXL to support remote learners in math and reading.

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.

Several strategies are used to address the needs of all students. Leveled Literacy Intervention is used in Kdg-Sixth grade for students who are reading significantly below grade level. It is used by classroom teachers as well as ELL Resource teachers. ELL Resource teachers also provide instruction for students in need of beginning academic language support (newcomers). Sonday, Reading Mastery, and LIPS are used as literacy interventions by Special Education teachers for students identified for Special Education. Guided reading is used by all classroom teachers for students who are reading below, on, or above grade level. Each classroom teacher is allotted a 20-30 minute intervention time for reading, math or writing. A teacher from the Gifted and Talented Department provides enrichment for identified students in the top 5% of academic achievement and interest groups for other high achieving students. Karen Rosenthal(reading interventionist) and Erica Flynn(math interventionist) use MAP data to identify students who are at risk of not meeting the challenging state academic standards. The interventionists meet with the students daily for additional instruction in the areas of math and reading. Teachers use regular assessment, MAPS data and daily formative assessment to inform their instruction. Students who are performing below grade level and not making adequate progress are identified and are recommended for the Student Assistance Team(SAT). The IXL program was purchased in December of 2020 as an additional support in areas of math and reading due to the remote learning model of instruction due to the Covid-19 Pandemic. Teachers can assign appropriate interventions to students and monitor their progress through the remote model of instruction.

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 meet the ESSA requirements. Paraprofessionals attend building professional development to support students with academic needs in reading and math. Due to the pandemic, 44 hours of professional development relating to technology and providing instruction remotely was provided by the district. Our district implemented a 1 to 1 technology initiative in August of 2020 providing every student with an iPad and headphones. In addition, Bancroft's professional development plan in conjunction with the district includes HMH, Into Reading, Amira(K-3 progress monitoring tool) and Iread. Staff are provided on-going professional feedback through coaching.

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 was reviewed at the Parent Coffee on February 4, 2021. The school-parent compact is in the student handbook which was provided electronically to all families and the school-parent compact is also a link on our school website. In our annual meeting, we asked parents for feedback on our

current academic action plan as well as for feedback on our current modes of communication as well as frequency.	
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>
The Title 1 Parent and Family Engagement Policy and Procedures was reviewed with input from parents at the Principal's Coffee on February 4, 2021.	
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>
The Annual Title 1 Meeting was held on February 4, 2021. Additional parent meetings included Safe Walk to School, Kindergarten Round Up and Student Supply and Learning Device(iPad) Pick Up. The parent compact and right to know clause are included in the student handbook which is printed annually and given to families. This year due to the Covid-19 pandemic, the student handbook was placed on the Bancroft website for access for all families.	

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>
Bancroft's kindergarten transition plan includes multiple activities for students, parents and school staff members. Bancroft evaluates the effectiveness of the kindergarten transition plan on an annual basis. Kindergarten Roundup information is sent home to all prospective students. During Kindergarten Roundup, children are given the opportunity to visit classrooms and participate in activities. The 2021 kindergarten round up was held virtually. A link to registration for kindergarten and a link to the zoom meeting were emailed to all current families. Current Pre-K students are given the chance to visit a kindergarten room for a portion of the day, even if a parent does not attend Kindergarten Roundup. Our website is user friendly to our families and community to allow them to learn about Bancroft and the events coming up. The ambassador program was incorporated to acclimate new students to Bancroft. The ambassador program is a group of students who are nominated by classroom teachers. The ambassadors greet the new students and provide them a tour and help them become comfortable at Bancroft.	
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>
As students transition to a new school or program, particularly in 5th and 6th grade, the counselors work with the students and classrooms during various lessons in the Spring time. Students are also made aware of middle school open houses in the district, and notes and website links are made available to families so that they can explore their options. Counselors from the middle schools will often meet with any students who were unable to attend registration nights at their school, and the elementary counselors will coordinate those meetings.	

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.

Bancroft's schoolwide plan identifies how all staff and personnel support the implementation of the plan. Activities include the following: Extended learning time tutoring after school (due to current conditions teachers are meeting virtually with students to provide additional supports beyond the school day, ZAP (Zoo Afterschool Program) including STEM activities and enrichment as well as homework and tutoring time, Summer School with an emphasis on reading, writing and math, Student Assistance Team meetings with parents, teachers, school psychologists, and building leadership to discuss plans and interventions for individual students. In the spring of 2020 staff were provided 44 hours of PD to enhance technology skills for remote learning. All families will have an opportunity to enroll their students in the 7 week summer program, Next Level Learning, from 9 AM until 4 PM focusing on math and reading.