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:	Beals Elementary
County District School Number:	28-0001-59
School Grade span:	PreK - 6th
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)_Science/Social Studies__
School Principal Name:	Nicole Lanum
School Principal Email Address:	nicole.lanum@ops.org
School Mailing Address:	1720 S. 48th St. Omaha, NE 68106
School Phone Number:	531-299-1060
Additional Authorized Contact Person (Optional):	Amanda Perry
Email of Additional Contact Person:	amanda.perry@ops.org
Superintendent Name:	Cheryl Logan
Superintendent Email Address:	cheryl.logan@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
Cassie Hangren Nicole Lanum Amanda Perry Erin Russ Sarah Smiley Cheryl Davis —————— —————— —————— —————— ——————	Parent Administrator Instructional Facilitator English Language Teacher Primary Teacher Intermediate Teacher —————— —————— —————— —————— ——————

School Information
(As of the last Friday in September)

Enrollment: 311	Average Class Size: 19	Number of Certified Instruction Staff: 27

Race and Ethnicity Percentages

White: 37 %	Hispanic: 43 %	Asian: 3 %
Black/African American: 12 %		American Indian/Alaskan Native: 0 %
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 6 %

Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*

Poverty: 77 %	English Learner: 30 %	Mobility: 16 %

Assessments used in the Comprehensive Needs Assessment *(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)*	
NSCAS	**MAP**
ELPA	**InView**

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.*

Through research-led meetings at the district level, our instructional leadership team receives professional development about using data to drive further instruction. Our instructional leadership team brings this data back to Beals for building led discussions, where we then analyze this data and adjust instruction based on student need. Our instructional team feels as though it is important for all students to be involved in goal setting and reflection, based off of this data. We want all students, especially those performing near or below grade level to be intrinsically motivated, held to high expectations and perform to the best of their ability. We focus on pushing students to meet MAP growth goals and continue improving throughout the year. Before taking the MAP test, students meet individually with teachers to create a positive affirmation and look at their previous MAP score, as well as their goal. At the conclusion of the MAP test, students again, meet with their teacher to discuss whether or not they met their goal. This data is then used during grade level meetings to further explore the skills and standards in which the students need support. In addition to goal setting, classroom teachers and the instructional leadership team look at F&P Reading Levels throughout the year to determine small group interventions during guided reading, and select students to participate in LLI instruction. This year, we have added our Reading Interventionist, through the use of Title I funds. She meets with students in small group settings and works on a variety of literacy skills to futher meet student needs. At the end of each school year, the classroom teachers and instructional leadership team, look at student demographics (speech, resource, ESL) , F&P levels, and academic and behavior supports to determine equitable classrooms for the next school year. Please refer to our data book, pgs. 31-37 for MAP data.

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.*

Parents attend our Fall and Spring Parent-Teacher Conferences with about 90% attendance. Through conference conversations, teachers then approached the instructional leadership team about general parent concerns. The district offers parents the opportunity to take a climate survey and voice their concerns and celebrations each year.

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.*

Looking at our NSCAS and MAP results, it was determined with our instructional leadership team, that we needed to continue to review whole group instruction and engaging students in rigorous tasks and student-lead discussions. We have extensively focused on Learning Targets and Cooperative Learning Strategies (CLS). In August's back to school meetings, we reviewed Learning Targets and dug into CLS. We believe that students should be the ones talking in varied grouping about their learning. This year, our school was able to receive 1:1 iPads which really changed our course of Professional Development. We were able to purchase teacher accounts for NearPod which provided our teachers with another avenue to use CLS with the students' technology. NearPod is an interactive method to deliver instruction and infuse short checks for understanding.

The information gathered from the NearPod activities then drives further instruction, or enrichs student conversations.

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.* |

During grade level meetings that include data, teachers identify students who are struggling to meet grade level standards. A district-wide intervention was continued this school year to address all student needs with reading and decoding. Daily, our K-3rd grade students engage in an intensive, whole group phonics lesson to reinforce and strengthen varied reading skills. Students who struggle with math, see the teacher during small group math instruction, and could work with a classroom para as needed. For those students who continue to need more support, we can activate the SAT process. During this process, we identify student strengths and areas of concern. Our SAT team creates and monitors interventions for the individual student. The data collected during the SAT process determines success or further steps needed. Our school also has 1.5 FTE Special Education Teachers where students with IEPs can receive specialized instruction for reading, math, writing and/or social/emotional support. Students whose first language is not English, attend small group instruction with our English Language teachers. They primarily receive LLI Instruction, but also do additional vocabulary, phonics and language based activities. Students not identified as EL or Resource have the availability to work with our Reading Interventionist. All students in grades K-6 also have an iXL account, where they can be assigned specific skills in language arts and math according to their individual needs from MAP and classroom data. New this school year, students in grades K-3rd also use a reading program called Amira.

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.* |

Our district provides certified staff with professional development in August and again in September. Throughout the year, our teachers receive professional development during staff meetings and grade level meetings. Whether we are equipping teachers with new strategies to use in the classroom, or looking at data to develop plans for student needs, teachers are consistently adjusting their instruction to best meet all students. Teachers are using data to create intervention groups, and other small groups which can change depending on student need for that current content. Throughout the year teachers also receive support with MTSS-B which provides teachers with classroom management tools. A positive classroom environment has a direct affect on student achievement, and we are always tying together behavior with academic needs. In addition to using our building's Instructional Facilitator, teachers also have access to our District-appointed Literacy Facilitator and Math Coach. Summer professional development opportunities for LLI and Math instruction are also available.

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 first developed at the district level. Our building decided to add additional language that aligns with our SIP goals. Both parents and staff were involved in discussions surrounding our School-Parent Compact. This will be included in our school handbook next year, as well as discussed at a PTO Meeting in Spring 2021.

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.*

Our school district creates the Title I Parent and Family Engagement Policy. It is included in our school handbook.

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.*

At the Spring 2021 PTO meeting, administration plans to involve parents in our building changes for the next school year. An agenda and sign in sheet will be utilized at that meeting.

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).*

Every January, we hold a Kindergarten Round-Up for incoming Kindergarten students. During our Round-Up, the incoming Kindergarten students are able to experience the Kindergarten classroom; they meet the teachers and complete an activity in the Kindergarten classroom. This is a great way for students to see the school before they start. Beals also has a Back to School Night before the first day of school. This is an informal opportunity for ALL students to meet their teacher, tour the school, ask any questions, familiarize themselves with staff, their classroom, their locker, etc. When appropriate, we have also held parent meetings for students with special needs to help their families feel comfortable with a plan for their child. Staff communicate with the child's previous school, and meet to discuss the student's IEP and any additional plans we need to put in place. When a new student enrolls at any time throughout the year, they are paired up with a classmate to help that student learn the layout of the school, introduce them to key staff members, and transition to Beals.

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).*

Students transitioning from 6th grade at Beals to a Middle School the next year, work with our School Counselor on activities that prepare them for a school transition. Our school counselor works with students on registering for classes in middle school, has discussions about available clubs/sports/classes, and utilizes practice locker locks to familiarize students with using them. We also set up a tour of Norris Middle School, our main feeder school so that students can experience a Middle School before the first day of 7th grade. Additionally, all 6th grade students are eligible to attend summer school at a middle school which also aids in the transition process.

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.*

This summer, all students are eligible to attend full-day, seven weeks of Next Level Learning, formerly known as Summer School. Next Level Learning is open to all students, to help bridge the gap from learning loss that occurred due to the 2020 Pandemic and School closure. For EL students, we can also offer EL Saturday school, and use Migrant funding to provide after school tutoring. Intervention time during the school day gives all students time to work on academics. Students in Grades K-6 may be part of an reading intervention group, or work with our Reading Interventionist, while other students are working on skills as determined from MAP data or summative/formative assessments.