

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:	Catlin Arts Magnet
County District School Number:	001
School Grade span:	K-5
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 type="checkbox"/> Yes <input checked="" 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:	Matthew P. Piechota
School Principal Email Address:	matthew.piechota@ops.org
School Mailing Address:	12736 Marinda Street Omaha, NE 68144
School Phone Number:	531-299-1180
Additional Authorized Contact Person (Optional):	Krissa Hetletvedt
Email of Additional Contact Person:	krissa.hetletvedt@ops.org
Superintendent Name:	Dr. 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
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>
Stephanie Stickels Matthew P. Piechota Krissa Hetletvedt Elizabeth Messina Danielle Main Julienne Young _____ _____ _____ _____ _____ _____	<u>Parent Administrator</u> Intermediate Teacher Instructional Facilitator/Library Special Education Teacher Primary Teacher _____ _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 135	Average Class Size: 19	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 48.1 %	Hispanic: 19.2 %	Asian: <1 %
Black/African American: 18.5 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 14 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 56.83 %	English Learner: 8.82 %	Mobility: 7.86 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	Lexia
MAP- ELA/MATH/SCIENCE(3-5)	MTSS-B Self Assessment Survey
Amira	Parent, Staff & Student Survey
iRead	

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>
Data is utilized to determine supports and help inform instruction needed for student growth: MAP, NSCAS, Amira, iRead, LexiaCore, Attendance, Office Referrals, MTSS-B (Class Dojo and QR codes) Classroom Common Assessments, Mid-Quarter & Quarterly grades. Data is reviewed during Staff, Grade Level, Elementary Support Team (EST), Attendance meetings to guide instructional support decisions.	
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>
A parent/staff survey was completed in February 2021 (page 11 of Catlin Data Book) - no student survey due to pandemic. The information gathered from both groups was used to develop additional needs of the building. There is a plan to complete a District/school survey in the spring of 2022. Information gathered will aid in any improvements that will be initiated for the 2022-2023 school year. Regularly scheduled PTA meetings also offer opportunities for community to be involved with help shaping the needs of the school.	
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>
During the 2022-2023 school year, Catlin will incorporate quarterly Family Engagement Meetings in an effort to provide and elicit feedback on school goals and plans. Staff are involved with bi-monthly Faculty Meetings as well as Grade Level meetings. In addition, there are professional development opportunities for staff offered at Curriculum Days and at the building level. Data is also disaggregated and used to determine specific needs/goals of students, classroom(s) in effort to continue to support growth.	

2. Schoolwide reform strategies

2.1	<i>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.</i>
Students identified 'at-risk' are realized through Catlin Student Support Team and Students Assistance Team meetings. Teams of teachers, specialists and families meet to discuss intervention strategies to help meet individual student needs. Students below grade level in Reading and/or Mathematics receive interventions from their classroom teacher and paraprofessional support. In addition, specialist teachers and the school psychologist also aid in the support of student interventions. Identified students will also be invited to before/after school tutoring for the 2022-2023 school year - - - the last tutoring sessions were held during the 2019-2020 school year. In the area of attendance, students struggling are connected either with a Success Mentor or Connections. Students are recognized with quarterly rewards for daily attendance. Students missing 5 days or more receive a	

phone call or are invited for a parent/school meeting to aid with coordinating supports - the school counselor and School Support Liaison lead these efforts.

Students are offered Next Level Learning Summer (NLL) programming based on the criteria set by the district annually.

For additional and differentiated skills practice in math and reading, students have accounts with IXL, Amira, iRead, Map Accelerator, Zearn, and Lexia Core 5 and are provided time during small group and independent learning time to work through skills in the programs - these programs are available for student use at home as well as school.

For supporting at risk students related to behavior, staff receive continuing education on social emotional learning and trauma informed practices. The Catlin Behavior Flowchart details the steps staff should take when addressing student behaviors which include contacting families, provide calm down options and use of QR codes. Students with ongoing behavior concerns are assigned a staff member for a daily check in/out process - the use of Student Assistance Teams (SAT) meetings are also utilized.

Positive behaviors, staff utilize the MTSS-B support system to give points for students following the school-wide behavior expectations - Class Dojo. Students are rewarded with points that can be used individually and/or as class for the positive behaviors. Positive points are shared, via Class Dojo with families as they are awarded. Staff use the 2X10 Relationship Building and 4:1 Positive strategies to connect with students who may need additional school support(s).

In addition to classroom teachers and specialists, Catlin has a school counselor, a school psychologist, six paraprofessionals, an Instructional Facilitator and a vast support staff (school secretaries, security, custodial, Nutrition Services, and a Concierge) to help support with at-risk students both academically and behaviorally.

3. High quality and ongoing professional development

3.1	<i>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.</i>
The Omaha Public School provides 2-3 Curriculum Days per year. In addition, OPS provides monthly New Teacher Meetings and has recently provided professional development offerings for staff members with 1-3 years of teaching experience.	

4. Strategies to increase parent and family engagement

4.1	<i>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.</i>
February 2022 - the Catlin School-Parent Compact for Learning was developed with staff (February 4, 2022) and with parents (February 17, 2022). The compact, once finalized/approved, will be emailed to all families and staff. In addition, the Compact will be embedded into Newsletters in August/September of 2022. The Catlin School-Parent Compact for Learning will be printed in the 2022-2023 Catlin Elementary Student-Family Handbook which is updated on staff and student electronic devices. The compact will also be located on the Catlin Elementary School website.	
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 I Parent & Family Engagement Policy is developed at the District level by the Title I Office and family representatives from Title I buildings throughout the District are present for the committee work. Catlin will be	

<p>sending family representatives to the Title I meetings during the 2022-2023 school year. The Title I Parent & Family Engagement Policy will be shared annually in the Catlin Elementary Student-Family Handbook and linked to the bi-monthly newsletters/robo-emails.</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 Title I Meeting, in preparation for the 2022-2023 school year, was held in conjunction with the PTA Meeting on February 17, 2022. Additional Parent Involvement Meetings will be scheduled as we continue to move forward with incorporating Title I for the upcoming school year. In addition to the preliminary meeting, information was shared in the Newsletter (2/17/2022).</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>Kindergarten Round Up is held annually to register and welcome incoming kindergarten students to the school. A Welcome Back to School/Meet the Teacher Night is held annually at the start of the school year to welcome all students and families and introduce them to their next grade level teachers. Catlin also created a Transition Plan for students returning to the building for the 2021-2022 that were remote for the 2020-2021 school year due to pandemic.</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>The District provides open house videos for all middle schools and this is distributed to 5th grade families via our newsletter, Class Dojo and during our Morning Meeting with students. Middle schools provide Transition for Success welcome camps/days for incoming students and this offering is communicated to 5th grade families by District/school email. School counseling lessons are used to help prepare students for the transition to middle school.</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>During the 2022-2023 school year, identified students will also be invited to before/after school tutoring for the year - September 2022-April 2023 - - - the last tutoring sessions were held during the 2019-2020 school year. The school will host a minimum of one Literacy Night and one STEM Night during the 2022-2023 school year. During the school day, staff will provide increased opportunities for students to engage, create, and learn using the one-to-one iPads. All students will engage in a Morning Meeting that includes academic activities to support Math/Reading and review lessons for our school-wide MTSS-B expectations. Next Level Learning opportunities will be available for students based on the criteria determined by the district.</p>	