

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:	Central Park Elementary
County District School Number:	28-001-073
School Grade span:	PreK-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 checked="" type="checkbox"/> Other (Specify)_EL__
School Principal Name:	Jason Williams
School Principal Email Address:	jason.williams@ops.org
School Mailing Address:	4904 North 42nd Street Omaha, NE 68111
School Phone Number:	531-299-1200
Additional Authorized Contact Person (Optional):	Mandy Cordoba
Email of Additional Contact Person:	amanda.cordoba@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
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>
Virgle Thomas William Schmidt Durkhany Bassia Stacy Nash Elena O'Connell Alecia Anderson _____ _____ _____ _____ _____ _____	<u>Parent Administrator</u> Instructional Facilitator Teacher Social Worker Paraprofessional _____ _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 367	Average Class Size: 21	Number of Certified Instruction Staff: 25
Race and Ethnicity Percentages		
White: 13 %	Hispanic: 11 %	Asian: 10 %
Black/African American: 57 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 7 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 95 %	English Learner: 13 %	Mobility: 12 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
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	<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>A comprehensive needs assessment (From NDE/CSI) was shared with both internal and external stakeholders to complete individually. Upon completion, that information was utilized to inform subsequent decisions to further improve all student outcomes, with an emphasis on those that have yet to meet State academic standards.</p> <p>To promote effective decision making, the district’s assessment program serves three major purposes; 1) To measure student’s achievement of basic and advanced skills to meet rigorous curriculum standards and to communicate this information to parents and/guardians, 2) To provide information to staff to improve instructional practices and to meet student needs, and 3) To evaluate and monitor the effectiveness of district curriculum and instructional programs.</p> <ul style="list-style-type: none">o NSCAS (spring Grades-3-6)o MAP (fall, winter, spring- Grades K-6)o InView (Grade 2) <p>The Academic Action Plan provides staff and families throughout the district the following components:</p> <ul style="list-style-type: none">-Instructional Framework:-Gradual Release of Instruction: To be used daily in all classrooms. Modeled/ Shared/Guided/Independent. All staff are trained on this process consistently. The OPS lesson plan template supports the Gradual Release of Instruction.-Guaranteed & Viable Curriculum is a process in place to measure teacher engagement with students, and it is documented and it of excellent quality.-A guaranteed and viable Curriculum ensures that students receive the content in a course or grade regardless of which school they attend or who they have for a teacher. <p>Curriculum refers to a common set of topics, concepts, and texts aligned with the content standards. This common curriculum is the material taught by teachers of the same course of grade level.</p> <ul style="list-style-type: none">-District Pacing Guides ensures that the intended curriculum is the taught curriculum.-Student objectives/learning goals are based on the content standards which are included in the District Pacing Guides.-MTSS Eight Practices-Literacy Strategies Across the Content Areas and Numeracy Strategies <p>Data-informed decisions are made by all staff at Central Park. Formative, interim, and summative student assessment results are analyzed and used to identify areas of success and challenges needing focus. Through the PLC process, appropriate strategies are aligned to the identify focus areas identified, implemented, and monitored to ensure continuous improvement for all students. Short and long term goals are established to ensure identified strategies are implemented and effective. Additional data will be examined to understand its</p>	

relationship to academic outcomes. Data allow staff to view interim and formative assessments so they can intentional plan for instruction to prepare students for summative assessments.

Data Books provide Central Park staff an opportunity to review student growth as well opportunities for growth. Staff consistently monitor and address student engagement using data and discuss areas of concerns in programming.

Data Dive discussions at Central Park are a continuous improvement process and take place with the grade level and Administrative team once in a 10-day cycle. Certified staff work together consistently to review the curriculum and monitor its implementation as well as address student engagement using data from multiple assessments. This process is customized to student learning. Staff review a particular area of data and discuss areas of success and needs of improvements. Staff are able to work together during this time to review the data gain and understanding of their students' needs.

OPS Guiding Principles for Assessment: It is an expectation at Central Park that the OPS Guiding Principles for Assessment will be in effect at all times. This process ensures that assessments in use are reliable, valid and appropriate for the students being assessed.

- o Develop and sustain educators—teachers and administrators—who are assessment literate.
- o Implement a district assessment system that includes not only required state tests, but classroom assessments as well.
- o Incorporate assessments that inform the teaching-learning process at multiple organizational levels—parent, student, classroom, school, and district.
- o Understand that all assessments may be used to monitor classroom and school progress.
- o Assure that communication of assessment results is systematic, timely, and appropriate to the audience.
- o Develop and/or adopt quality assessments

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.

1) The planning team assembled in August to review the previous year's plan, analyze data and additional forms of feedback, complete the needs assessment, and to author an updated path for continuous improvement.

The needs assessment was the initial focus, as many individuals provided input about preferential areas of focus. That subjective input was then balanced with various forms of data and guided by a Title I rubric (framework below).

Section 1.1 The team reviewed the most recent assessment data and determined that the focus areas within both our Title I and Comprehensive School Improvement plans continue to align with student needs evidenced in the data.

Section 1.2 Given the limitations to face-to-face parental involvement this school year, virtual feedback from additional parents was solicited primarily via Teams conferences and Class Dojo. This was done both formally during parent/teacher conferences and informally through a individual conversations.

Section 1.3 Our Title I and CSI plans are highly correlated and will continue to address our ongoing improvement efforts though all staff professional development and grade level learning teams.

Section 2.1 Central Park continues to support the success of all learners by utilizing the district's guaranteed and viable curriculum with fidelity and providing targeted interventions for struggling students. Additional supports include ESL, Special Education, and counseling services, supported by the school counselor and social worker.

Section 3.1 Professional development continues to be forward-thinking, while remaining responsive to real-time information and context to what we are observing in classrooms and data outcomes from students.

Sections 4.1 and 4.2 Shared responsibility for improved student outcomes was reinforced.
 4.3 Parent meeting occurred 30 minutes prior to the start of Back-to-School Night in an attempt to increase the numbers of families in attendance.
 Section 5.1 Central Park provides ample support to incoming students and their families.
 Section 5.2 Central Park ensures that outgoing students are provided with multiple opportunities to become acquainted with their next school placement.
 Section 6.1
 The team determined that our existing plan was robust and did not warrant any significant changes, at which point the meeting was ended.

2) In January, all Central Park families, students and staff have an opportunity to provide input regarding our school via the annual Climate Survey (pages 11, 15 & 16).
 The survey asks questions in the areas of School Climate, School Safety, Equity/Respect for Diversity, Discipline and Family Involvement. The survey is made available to families in paper form, as well as electronically. Students are invited to participate during devoted time during the school day in class. Staff are also invited to participate electronically.
 This data is consistently utilized to inform and adjust practices, policies, and procedures, and communicate actions to stakeholders. Central Park staff work to improve strategies to ensure support services for the academic success, healthy social and emotional development and continued partnership with community groups.

3) During Fall and Spring conferences, a parent survey is offered to all families in commons areas. The survey asks families questions regarding Central Park's MTSS-B process. The data allows the school to review those areas and make adjustments as needed.

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.

Central Park School Improvement Plan (SIP) is derived from stakeholder input based on school data. There is a continuous improvement process in place, where goals are determined in the areas of literacy, math, science, wellness, attendance and behavior. The SIP Team meets on a monthly basis to monitor growth, create professional development for all staff (certified and classified) and determine next steps for maintaining the expectations for a safe, clean and healthy learning environment. The SIP has many clear measures in place and is a working document throughout the school year. It is continuously reviewed and improved upon based on data and stakeholder input and is customized to student and staff needs.

Central Park Administrators have a documented coaching schedule on a consistent basis each month for the leadership team calibration. This process is in place to measure teacher engagement with students and progress toward improved student outcomes. The team visits classrooms together for inter-rater reliability and school wide data analysis. The Central Park administrative team and other district representatives debriefs about coaching visits to inform and improve the building level professional development and teacher support. The process is customized to teacher needs based on calibration data determining the level of assistance needed for levels of coaching and reflection cycles.

-First semester an average of ten coaching visits per week will be completed by building leadership.

-Second semester an average of five coaching visits per week will occur.

The Central Park coaching form aligns with the SIP plan so coaching is consistent with our plan. We use a document that allows us to track data from every coaching visit to chart what is going well and what the building may need to improve upon. This data allows us to further focus our PD opportunities.

Central Park Data Dives discussions are a continuous improvement process and take place within the grade level once in a 10-day cycle. Certified staff work together consistently to review the curriculum and monitor its implementation as well as address student engagement using data from multiple assessments. This process is customized to student learning. Staff review a particular area of data and discuss areas of success and needs of improvements. Staff are able to work together during this time to review the data and gain and understanding of their students' needs.

Strategy Sessions are opportunities for each certified staff member to meet with the Administrative team and discuss classroom data. In strategy sessions we focus on student growth and interventions in place and what ideas we think can change or enhance to improve student outcomes. It allows staff time to discuss in a private way about their students and receive assistance with a plan moving forward.

The Central Park SIP Plan a year-long calendar including Professional Development is created based on needs that were identified via various forms of data. The professional learning plan is a personalized plan that is informed by valid and reliable measures of educator effectiveness. Staff Development is once in a 10-day cycle.

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.

Central Park Data Dive discussions are a continuous improvement process and take place within the grade level once in a 10-day cycle. Certified staff work together consistently to review the curriculum and monitor its implementation as well as address student engagement using data from multiple assessments. This process is customized to student learning outcomes. Staff review a particular area of data and discuss areas of success and students at risk of not meeting the challenging state academic standards. Staff are able to work together during this time to review the data gain and understanding of their students' needs and look at interventions needed.

Central Park's social worker is available to all Central Park students in need of social, emotional, behavioral support within the school building by licensed practitioner. There is a process in place to determine the academic, physical, social and emotional needs of students through staff referral, SAT process and/or parent referral. The social worker will collaborate with the family and staff to provide support for the student.

Student Assistance Team (SAT) Process is a process in place to support on-time grade completion for students. The process is customized to student needs. The SAT is a regular education function. The classroom teacher is responsible for requesting a SAT (set-up with the SAT coordinator) whenever a student demonstrates a concern in the classroom or other area in the school setting. Parents must be invited to their child's SAT at least 3 days prior to the meeting. The SAT meeting may be related to academic, physical, behavioral, or emotional concerns that interfere with the child's ability to function successfully in school. The purpose of the SAT is to analyze each case and plan for alternative strategies/supports. Although specialists such as psychologists and resource teachers may be involved, the SAT is not a special education function. A special education referral may be appropriate after alternate strategies have been implemented and problems still exist. Parents are involved in and informed of problem-solving attempts and results throughout the SAT process.

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>
<p>Central Park uses various conduits to improve instructional effectiveness and to develop our team professionally. Student data (State testing, informal checks, weekly assessments, etc.) provide the foundation for all of our work, in an ongoing effort to improve student outcomes.</p> <p>Consistent coaching visits (administrative team, along with Central Office once a month) also inform and guide our work. They allow for many celebrations of great work to occur, along with highlighting opportunities for individual/team growth.</p> <p>Peer observations have also proven to be an excellent vehicle for continuous development. We consistently see references to these visits to other classrooms pop-up on PLC conversations about how to better serve students that have yet to master grade-level content.</p>	

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>
<p>The School-Parent Compact was jointly developed on August 12, 2021 at 4:30 PM. Copies of the previous year's compact were distributed and reviewed individually, followed by a conversation centered on questions, clarifications and proposed edits.</p>	
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>The Title I Parent and Family Engagement Policy was jointly developed on August 12, 2021 at 4:30 PM. Copies of the previous year's compact were distributed and reviewed individually, followed by a conversation centered on questions, clarifications and proposed edits.</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>Families were informed of Central Park's participation in Title I on August 12, 2021.</p> <p>Electronic Student/Family Handbooks were uploaded to student iPads a week later to provide additional information pertaining to our school's participation and supporting documents.</p> <p>Subsequent messaging was sent home with students in their Take-Home Folders to share the documents may be accessed online.</p> <p>Central Park also led two separate events on Oct. 21, 2021 (digital resources supporting academic growth) and on March 3, 2022 (literacy across all grade levels).</p>	

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>
<p>There is a process in place to prepare incoming students for Central Park elementary school. Students are prepped at Central Park Elementary during our Kindergarten Round-Up period in January. The process communicated frequently to families in our attendance area. Families with soon-to-be KDG aged studentsw are invited and encouraged to participate in round-up. At Central Park we prepare the incoming Kindergarten students and their families by:</p> <ul style="list-style-type: none"> o A tour of the school: Families and incoming students visit the campus. o Receive information about Central Park: handbook, sample of school events, PTO activities, etc., o Visit a Kindergarten classroom and participate in an engaging educational activity with Kindergarten teacher and students. o Keys to Kindergarten Calendar: Daily Activities to Prepare for Kindergarten o Early Entrance to Kindergarten opportunity information • The process can be customized to needs of incoming students and families if needed: o Time of year o Special Eduation services o Private tour <p>Students that enroll at Central Park throughout the year are welcomed by our school counselor and a Kindness Ambassador so peer and staff connections can be made immediately. The principal leads the family on a tour of the school and invites any questions. The teacher initiates immediate contact with the student's previous teacher to ease the transition and to inform our thinking about how to best serve the child.</p>	
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>
<p>All Central Park fifth grade students receive six weeks of Keys to Success Transition lessons. The lessons are delivered by the school guidance counselor during guidance time. Each lesson pertains to prepare outgoing students for the transition to middle school.</p> <p>On Your Way to Middle School lessons are provided to all fifth grade students by the school guidance counselor during guidance class to prepare outgoing students for middle school. The students are able to discuss the content in a safe setting with the counselor. If needed process is customized to student needs in follow-up sessions with the counselor based on individual basis.</p> <p>To aid in the transition between elementary and middle school, all Central Park students and families are engaged in preparation for Middle School registration. Students and parents are invited to register at their neighborhood school. A calendar is provided to all fifth grade students and families regarding registration dates and the registration process. If a student is unable to attend the registration date , a representative from the Middle School will come to Central Park and register the student.</p> <p>Summer School is offered for incoming middle school students to middle school as a transition time to learn about the school before the school year begins. This is an opportunity to learn how to operate the lockers, become familiar with the campus and the classrooms. Each day over the course of four weeks, the students will use a mock schedule, meet staff members, dine in the café and experience the school without the hustle and bustle of a large population of students. This summer school experience is a clear indication are successfully prepared for middle school.</p>	

Our school counselor and fifth grade teachers accompany Central Park sixth grade students through a guided visit of a middle school each May. During this visit the fifth grade students explore middle school classroom areas, practice using lockers, visit with middle school staff, and learn about middle school clubs and activities. This middle school visit is a clear indication students are successfully prepared for middle school.

At Central Park, we have a sixth grade promotion ceremony each year in May. This ceremony indicates that there is clear and updated documentation that these students have completed their K-5 studies and are prepared for middle school. At this ceremony the home school middle school Principal gives a talk to the fifth grade students and audience. At this ceremony it is a opportunity for families and fifth grade students to meet the the middle school Principal.

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.

Working diligently to engage our learners via excellence in MTSS-A and MTSS-B is a central focus for our work. We consistently analyze, reflect and plan around continuous improvement to the foundational elements of our work.

Staff work together through PLCs, peer observations and an administrative coaching model to maximize quality learning time and its impact.

We also consistently monitor and reflect on our MTSS-B practices, including those in our coaching/observations and personal reflections throughout the year.

Daily, targeted and flexible groupings (provided to all K-5 students) provides teachers an opportunity to measure student engagement in learning and inform instruction consistently, monitor progress, and evaluate student learning in small group literacy instruction. The process is customized to student needs and guides instructions.

Leveled Literacy Intervention (LLI) is an intervention program which provides teachers an opportunity to measure student engagement in learning, assess, inform and customize instruction. The process allows teachers to monitor progress, and evaluate student learning in small group literacy instruction daily.

Central Park's Attendance Team is comprised of the Administration, Social Worker, Counselor, Instructional Facilitator, and other staff appointed by the Principal. The Attendance Team meets weekly to consistently monitor and address student engagement using the attendance dashboard data, and staff input to identify students for intervention, review current active strategies and align additional needed supports.

All Central Park teachers are expected to adhere to the provided set time allotments for each content area. This process supports all (100%) students in the school. The time allotments are in place to support on-time grade completion for students.

Summer School provides Central Park students learning opportunities throughout the month of June and half of July. The summer school program is directly aligned with the school year's structure for excellent instructional delivery. All students attending summer school are provided free breakfast and lunch each day in

the summer school program. This process supports on-time grade completion for students and is customized to student needs.

Central Park's After-School Program (Dream/CLC) provides time outside of the instructional day for students to connect in meaningful ways throughout the year with local business and industry, colleges, and program staff to develop interests and skills for future success. Central Park's Dream/CLC collaborates with local business to develop interest and skills necessary for future careers. These experiences are fully aligned with the school's course and program offerings