

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:	28-0001-073
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:	William Schmidt
School Principal Email Address:	william.schmidt@ops.org
School Mailing Address:	4904 N 42nd Street Omaha, NE 68111
School Phone Number:	402.457.5277
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Dr. Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm that the Schoolwide Plan will be made 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>
Brenda Hunt Will Schmidt Chris Sanchez Brad Thiel Durkany Prosocki Cathy Jordan Jacki Ramos Carley Rief _____ _____ _____ _____	 <u>Parent Administrator</u> Instructional Facilitator Assistant Principal Teacher Paraprofessional Teacher Teacher _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 368	Average Class Size: 16	Number of Certified Instruction Staff: 42
Race and Ethnicity Percentages		
White: 13 %	Hispanic: 9 %	Asian: 5.4 %
Black/African American: 63.3 %	American Indian/Alaskan Native: 0.5 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: %	
Other Demographics Percentages		
Poverty: 94.8 %	English Learner: 8.3 %	Mobility: 14.8 %

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	<p><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 instruction. Provide supporting documentation in the corresponding folder.</i></p> <p>The administrative team lead MAP Reports trainings to build capacity amongst staff (See meeting dates and Agenda in folder 1.1). The training included how to utilize various reports to find areas of need which they used to inform and guide their instruction (See Central Park Data Book pp. 17-74 and additional documents in folder 1.1). The administrative team also met with teachers during goal setting sessions to analyze and desegregate the data. This helped pinpoint specific struggling students and the specific areas of growth opportunity. This also assisted teachers in forming groups for guided reading and math to differentiate instruction depending on the areas of need. Data from NSCAS was also utilized to inform instruction (See Central Park Data Book pp. 77-70 and additional reports in folder 1.1). Professional learning opportunities are reflected on the Central Park's School Improvement Plan (See SIP Plan in folder 1.1).</p>
1.2	<p><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> <p>Parent and Community input has been gathered during multiple events throughout the school year to identify the needs of the school. We use data from the Parent Climate Surveys (See Central Park Data Book pp. 6, 11-12) to guide school improvements- schoolwide behavior response plan, schoolwide procedures and routines. Parents and Teachers communicate daily (face-to-face, phone, email, Classroom Dojo and behavior-modification charts and reports). During Open House, Back to School Night, Project Manhood Family Nights, and through DREAM Surveys, families were able to engage in Q&A (See documents in folder 1.2). Parents are involved in frequent discussions about school improvement during Parent-Teacher Organization (PTO) meetings, which occur regularly throughout the year. To receive formalized data and feedback, a link to the electronic parent surveys (See documents in folder 1.2) were provided to families via a flyer and the school website.</p>
1.3	<p><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> <p>Central Park's School Improvement Plan (See document in folder 1.2) addresses our ongoing improvement efforts through professional development, family nights, teacher goal setting sessions, grade level professional learning communities. We've had family math and literacy nights that all integrate parents and the community with school based activities at Central Park. Central Park's teacher goal setting sessions focus on testing data analysis and review as well as student concerns and possible SAT opportunities. Central Park participates in MTSS-B to prevent and correct behavioral issues. School-wide academic interventions include Do the Math and Leveled Literacy Intervention groups. Central Park's professional development areas of focus are all anchored to the overall SIP.</p>

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>
<p>Central Park understands that all students learn differently and have varied social/emotional needs. We honor that by differentiating in all core subject areas to ensure that meet our learners individual needs and offering student support programs as needed. Central Park has a school-wide commitment to MTSS-B, and in conjunction with a focus on improving student attendance, believe those universal supports give students even more access to the state academic standards. In addition, Central Park utilizes our school counselor, social worker, and school psychologist to better meet the socia and emotional needs of our students.</p> <p>If some students are still unable to achieve even with additional supports, extra assistance may be provided in the form of ESL, Special Education (Speech, OT, PT, etc.) In order to have a better understanding of what our students need we have a Student Assistance Team (SAT). This team gathers weekly to discuss students that may not be thriving in the classroom setting- with provided daily resources of differentiation, para support & engagement strategies. The team creates interventions alongside the parent/guardian and meets every 6-8 weeks to see how the intervetions are going when implemented. Some students just need the interventions. However, the team (along with the parent/guardian) may decide after several meetings if testing for services is something that should be considered. If the team and parent/guardian agree, the school psychologist will work with the student over the next 40 school days. After the testing, the team and parent/guardian will meet again and review results and discuss next steps.</p> <p>Staff works diligently throughout the school year reviewing data, continuing to grow at professionally on strategies and techniques to help all children continue to grow. The SIP plan addresses the pieces we have in place to help staff this year.</p> <p>PLC's are composed of grade level teams, which meet at common plan time. Each PLC chose a topic that they felt would benfit their daily instruction and impact student achievement.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>All Title I paraprofessionals at Central Park Elementary have met the requirements of ESEA/ESSA and are routinely trained to better meet students' needs.. (Documents in folder 3.1).</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Central Park Professional Development is founded upon student needs. It begins with reviewing our student data to have an even deeper understanding of what we need as a staff to move our student achievement forward. Professional Development comes in many forms at Central Park; all staff, grade level teams, one-on-one, certified, classified and new staff. We allow the staff to have a great deal of input on what they feel the professional development should be throughout year.</p>	

5. Strategies to increase parental and family engagement

5.1	<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>At the end of the school year we (staff and parents) review the Compact for Learning to ensure that it aligns with our goals for the students/ parents/staff. We meet at the end of each year so the updated Compact may be included in the upcoming school year's handbook.</p>	
5.2	<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>At the end of the school year we (staff and parents) review the Family Engagement Policy to ensure that it aligns with our goals for the students/ parents/staff. We meet at the end of each year so the updated policy may be included in the upcoming school year's handbook.</p>	
5.3	<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>Multiple parent engagement opportunities are provided, including Title I Family Night on November 8, 2018. During that time, parents were informed of Central Park's participation in Title I.</p>	

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
<p>All students are welcomed back each August with our Safe Walk to School night wherein teachers share information about the upcoming school year. Incoming Kindergarten students are welcomed during our Kindergarten Round-Up period in January. All students are given a tour of the school, and receive a folder of important information, as well as engaging educational activities from the Kindergarten teachers. School-aged children in our attendance area are identified and encouraged to participate in Jumpstart, our early childhood summer school program. In addition, Central Park offers prekindergarten to those students who qualify.</p> <p>Our school nurse provides health screenings for Kindergarteners and communicates that evaluation through a health report card. Progress monitoring through the early childhood years for both academic and social/emotional growth is ongoing.</p>	
6.2	<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). Provide supporting documentation in the corresponding folder.</i>
<p>To aid in the transition between elementary and middle school, students are engaged in preparation starting in their 5th grade classrooms with class registration and information, such as summer school registration for incoming 6th graders. Students and parents are invited to register at our neighborhood school.</p> <p>Our school counselor and 5th-grade teachers also accompany students through a guided visit of the school, where they explore classroom areas, practice using lockers, and learn about clubs and activities.</p> <p>During guidance lessons, the school counselor conducts a Career Readiness Inventory with 5th graders and guides students through the middle school class lists that match those strengths.</p>	

7. Strategies to address areas of need

7.1	<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. Provide supporting documentation in the corresponding folder.</i>
<p>Central Park Elementary provides ample opportunities for quality learning within and beyond the instructional day.</p> <ul style="list-style-type: none"> -DREAM is the after school program that is provided to our Central Park students. This program is free of charge to our students Monday-Friday 4:05-6:00. A meal is provided, along with enrichment, study skills & daily activity. There are currently 120 students enrolled in this program. -After school tutoring is provided twice a week for Central Park students. Fifty students are currently enrolled. Students receive tutoring in the areas of math & reading by our certified Central Park teachers. Students enrolled receive a snack before each tutoring session. Teachers plan according the academic needs based on data and classroom teacher recommendation. -Leadership opportunities are provided for selected students through Cougar Council initiatives. -Summer school is provided to OPS students in the month of June. Students attend from 8:30-3:15 and receive breakfast & lunch. Academic portion is in the a.m./ enrichment is in the afternoon. 	

8. Coordination & integration of Federal, State and local services & programs

8.1	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Central Park uses general funds, Title I funds, and Sherwood funds, among others to ensure that that our students are provided quality support and instruction on a daily basis. Through the workings of these funds the school is able to:</p> <ul style="list-style-type: none"> -Provide academic resources that support differentiation -The school is equipped to allow the students to be competitive with other students across the district and state with technology access and knowledge -Increase staff to lower class size & provide added supports -Provide Professional Development for all staff to increase knowledge and improve instruction increase academic achievement. -Provide assistance to families in need to reduce mobility/stress for with the hope of increasing student social & emotional well-being. 	