

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:	Sherman Elementary
County District School Number:	28-0001-173
School Grade span:	PK-5
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Mary Griger
School Principal Email Address:	mary.griger@ops.org
School Mailing Address:	5618 N 14th Avenue Omaha, NE 68110
School Phone Number:	531-299-2060
Additional Authorized Contact Person (Optional):	Michelle Quist
Email of Additional Contact Person:	michelle.quist@ops.org
Superintendent Name:	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 type="checkbox"/> Yes <input type="checkbox"/> No

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
Mexi Zahm Mary Griger Michelle Quist Angela Keim Emma Bonacci _____ _____ _____ _____ _____ _____	Parent Administrator Instructional Facilitator Library Teacher Kindergarten Teacher _____ _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 234	Average Class Size: 20	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 28.6 %	Hispanic: 58.1 %	Asian: 0.4 %
Black/African American: 6.8 %	American Indian/Alaskan Native: 0.9 %	
Native Hawaiian or Other Pacific Islander: 0.4 %		Two or More Races: 4.7 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 96.2 %	English Learner: 32.3 %	Mobility: 19.1 %

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

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>At the beginning of the year, staff collaborated to critically view and analyze longitudinal MAP data by subgroups. Student data was disaggregated by subgroups and used to make informed, instructional decisions, with an emphasis on meeting the educational needs of historically underserved populations. Staff utilized p. 15-17 and p. 33-39 in the Sherman Data Book. Graphs were created to display this data. We found that EL subgroups were showing less growth as compared to the other subgroups. This was chosen as a focus for the school year. In addition, staff were shown the district percentages for school characteristics found on the NDE website. Staff then predicted the school percentages for Sherman. Staff were surprised at the mobility rate, and the EL and Special Education percentages. This helped staff to better understand our clientele. Staff identified areas of strength at each grade level, and teachers in that grade level reflected on what practices made that area so effective. Staff also identified areas of need of each grade level, and teachers collaborated to brainstorm ideas to address the needs. Teachers celebrated their growth from the previous year, and identified areas of largest and smallest growth for future planning. A draft of Sherman's SIP plan was developed over the summer by the building's Instructional Leadership Team. The SIP plan was revised using this data and reflection, and was reviewed and approved by staff at a building staff meeting in the Fall. The Instructional Facilitator attends district Academic Data Representative meetings, where she gains ideas on using data.</p> <p>Evidence includes: Sherman Data Book (p. 15-17 and p 33-39), Opening Meeting Ppt (slides 23), Staff Meeting Agendas and Sign-In sheets (Aug9, Aug26, and Sept23), EL Data Dig, EL Proficiency, Sherman SIP</p> <p>Student Achievement data was examined from multiple sources:</p> <ol style="list-style-type: none"> 1. Beginning/Mid-Year and Spring MAP Data Grades K-5 2. NSCAS Grades 3-5 (Reading, Math, Science-5th grade only) 3. InView aptitude test Grade 2 4. District Wide Common Math, Science, and English Language Arts Assessments <p>Other data was also examined from the following sources:</p> <ol style="list-style-type: none"> 1. Sherman Climate Survey (Student, Parent, and Staff results) Sherman Data Book p. 9-10 2. Discipline Data (Grades K-5) Sherman Data Book p.6 3. Demographic Data (Grades K-5) Sherman Data Book p.1-5
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>Each month a newsletter is sent via email to all families. In this newsletter, a Survey Monkey link is provided so that the staff at Sherman continually receive feedback from our community. The survey asks for feedback in the areas of things going well, improvements that could be made, and a staff member that the parent/guardian</p>

would like to highlight. In addition, a yearly building climate survey is administered to parents. This climate survey provides parents an opportunity to rate their agreement with several statements regarding school climate, communication, instruction, support staff/services, safety/discipline, and principal/administration. The climate survey is administered electronically via email link. The web link and QR code was sent home with families during fall and spring parent/teacher conferences. In addition, computers were readily available to access and complete the survey in the building during conference time. Within the school's monthly newsletter, the link is also provided. The completed surveys are submitted to Research where the data is compiled and returned to the school. The results of the feedback and climate surveys were used to educate staff on family and community perceptions of Sherman Elementary. The parent responses on the building climate survey were more positive overall, than the staff and student responses; this prompted a focus on building a positive climate and building trust among the staff. The feedback was also used to increase the number of family events held at Sherman this year, as that emerged as a positive aspect from the feedback survey. Family events held or are scheduled to be held include: Back to School Night, Open House, Trunk or Treat, Quarterly P4K Celebrations, Winter Program, Family Literacy Night, Lunch with a Loved One, STEM Family Night, Cinco de Mayo Celebration, Honors Assembly, Fine Arts Night, Disney Musical Show, 5th Grade Breakfast, and Family BBQ.

Evidence includes: Sherman Family Survey, Sherman Parent voice, Sherman Data Book p.9-10

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.

The School Improvement Plan identifies professional development and support provided focusing on our SIP goals of higher level questioning and descriptive feedback in all content areas. This professional development and support is ongoing. Professional development sessions for both higher level questioning and descriptive feedback were provided at staff meetings by teachers, building leadership, and an English Language coach. Guidelines for how this would look in practice were developed through professional development and collaboration during staff meetings and Grade Level Meetings. Further support was given via coaching visits. The professional development schedule shows an actual account of professional development provided aligning with the School Improvement Plan (SIP). The strategies and resources provided for higher level questioning and descriptive feedback were in alignment with the Best Instructional Practices Handbook and the Omaha Public Schools Academic Action Plan. These two areas were chosen by staff as areas of high student need through School Improvement Plan. In addition to in person professional development, all staff receive virtual PD weekly via a Sway email. This PD is research based and aligned to our SIP.

Evidence includes: Sherman SIP, Sherman Coaching Schedule, SIP Coaching Form, Sherman Professional Development Plan, and Virtual PD example

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.

Ongoing professional development is provided to staff focusing on the School Improvement Plan goals. The district Best Instructional Practices Handbook is reviewed, discussed, and strategies are implemented that target all students, as well as specific subgroups such as special education and English Language Learners. Our instructional coaching centers around the strategies in this book.

The Strategic Tutoring Program provides tutoring for students in grades third through fifth after school in the areas of reading and math. These students are identified by teachers as high need students in these academic areas. Sherman also has a gifted and talented teacher who works with this group of students weekly to further their academic progression.

The Student Assistance Team process is initiated for students with academic concerns. This process assembles a team of staff to meet with the parents to discuss student strengths, concerns, and to determine interventions for increased achievement. It also entails progress monitoring through the use of data collection directly related to the academic and/or behavior goals set for individual students. Staff also review data in the fall, winter, and spring after MAP testing. This information is used to develop whole group instructional goals and small group formats.

Our Community Learning Center after school program also provides time and assistance to complete homework. In addition, the staff works on vocabulary sight words and basic math facts with students. They also provide multiple field trips and guest experiences in the areas of math, science technology, and engineering.

Partnership 4 Kids, a mentoring program, provides Goal Buddies who meet with our fourth and fifth grade students multiple times throughout the year to discuss progress on meeting goals. The Partnership 4 Kids goal buddies that are assigned to our kindergarten through third grade classrooms also meet with students through a whole group read aloud format. In addition, many classified staff members mentor individual students through the Mentor Nebraska program. This program focuses mainly on increasing school attendance, but the mentors also work as advocates for the educational progress of the mentee.

We have a Social Worker and Guidance Counselor onsite who both meet with small groups and individual students based on need.

Evidence includes: Sherman SIP, OPS Best Instructional Practices Handbook, SAT referral form, P4K calendar, Mentor Nebraska training PD, learning goal dive, map data dive, coaching schedule and data dig sheets

3. Qualifications of instructional paraprofessionals

3.1

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.

Paraprofessionals meet the ESEA requirements and are included in professional development provided to other staff members. They are provided on-going training specifically designed for paraprofessionals. In the fall, all paraprofessionals are provided with his/her schedule, duties, and responsibilities within a folder. The schoolwide plan is presented to them at this time and their input is sought. They discuss how they could best support the goals of the plan. The Sherman Elementary professional development program, in collaboration with the District Action Plan, focuses on current best educational practices that strengthen the teaching skills of staff and are aligned with our school improvement plan, resulting in higher achievement for our students. Within the school environment, in-services are held in a variety of venues: staff meetings, grade level meetings, inservice days, and during the summer. District professional development is offered quarterly and during the summer for both grade level and schoolwide needs. Some of the professional development over the last few years for paraprofessionals has included: Technology support on 365 sites, Building wide MTSSB procedures and routines implementation and sustainability, Student Improvement Plan Goals, Descriptive Feedback, K12 Standard Response Protocol implementation

Sherman paraprofessionals support the classroom teachers with instructional duties. At least 90% of their time is spent working with students. They work individually with students, as well as small groups. They organize and maintain the schoolwide take home book program called DIBS in their assigned classrooms. The appropriate use of paraprofessionals provides wonderful opportunities for differentiation of instruction and the individual attention that benefits all children. The remaining 10% of the time may be spent preparing and organizing materials for upcoming lessons. The use of a daily list of duties is encouraged so that the paraprofessionals are aware of changes in the routine and each teacher’s expectations.

Evidence includes: Title 1 HR letter from Tina Forte and Charles Wakfield, Sherman staff DIBS, sign-in sheets

4. High quality and ongoing professional development

4.1

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.

The Omaha Public Schools District implemented a District Action Plan to raise student achievement. Through this plan, every OPS school is receiving the same professional development to ensure that all educators are receiving the streamlined information and implementing research based best practices. At Sherman professional development is provided to staff twice a month via after-school staff meetings. In addition, grade level meetings are held two times a month for all certified instructional staff members. On non-student plan days professional development opportunities are also provided to certified and classified staff. At these meetings, staff reviews student data from NSCAS, MAP, and classroom formative and summative assessments. Professional development provided aligns with the School Improvement Plan and is ongoing. All professional development is aligned to enhance student performance on grade level content standards which are directly aligned with our state goals. Our leadership team meets regularly to reflect and review best practices for coaching and lesson planning to support classroom teachers. Professional development offered during the 2019-2020 school year has been focused on our School Improvement Plan goals of higher level thinking and descriptive feedback. District professional development centered around discourse and quality tier 1 instruction has also been provided. Instructional coaching is provided by the Principal, Instructional Facilitator, Math Coach, and Literacy Coach. These visits occur 10 times per week first semester for each coach, and 5 times per week second semester for each coach. Feedback is provided both in written and verbal formats. Teachers in the appraisal process have a minimum of two formal classroom observations per year, in addition to walk-through observations. The formal observations are followed by a post-observation conference in which feedback and suggestions are given to teachers. The district provides two curriculum days annually to deliver professional development on district initiatives. In addition, Spalding provides professional development training sessions to new teachers centered around the Spalding reading instructional method. New staff attend two rounds of Spalding’s MultiSensory Instruction of Language Arts training. Each round is 10 half days of training. NSCAS and MAP Data is used to determine needs of specific student subgroups. In the fall teachers performed a data dive with their fall MAP data to gain a solid understanding on how students in their class were performing. Based off of the data, individual student goals and class goals were created for spring MAP testing.

Evidence includes: Sherman SIP, Long Range PD Plan, Staff Meeting Agendas and Sign Ins, Sherman Coaching Schedule, SIP Coaching Form, Sherman Data Book (p.13-51), Winter MAP activity, Winter MAP data dive, Learning Goal Data Dive, goal setting PPT, discourse PPT, Tier 1 instruction PPT

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>The Sherman Title 1 Family Compact is located on p. 9 of the Sherman Student and Family Handbook. This handbook is given to every student's family at the start of the school year. At conferences, a copy of the compact is provided to parents in both English and Spanish. In addition, parents are provided the opportunity to provide feedback, concerns, and/or suggestions for revisions to the compact. Each parent who viewed the compact signed in and feedback forms were collected. The compact addresses the on-going partnership for high student achievement. Each person's responsibilities are carefully monitored by the staff.</p> <p>Evidence includes: Sherman Title 1 School Compact in English/Spanish, Parent Sign In, Feedback Form, parent meeting agenda, sign-in form</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>The Sherman Title 1 Parent Engagement Policy is located on p. 8 of the Sherman Student and Family Handbook. This handbook is given to every student's family at the start of the school year. At conferences, a copy of the policy is provided to parents in both English and Spanish. In addition, parents are provided the opportunity to provide feedback, concerns, and/or suggestions for revisions to the compact. Each parent who viewed the policy signed in and feedback forms were collected. Communication to families and the community is done in many different forms (monthly newsletters, social media posts, marquee reminders, paper reminders, and the school website)</p> <p>Evidence includes: Sherman Title 1 Parent Engagement Policy in English/Spanish, Feedback Form, parent meeting agenda, sign-in form</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>Title 1 Family Literacy Night was held on Thursday, January 16, 2020, from 5:00-6:30 pm. At this event, families enjoyed a walking taco dinner and cupcakes. They also rotated through stations that included a variety of literacy themed activities. Parents and students attended these stations together. All students received a free book to build their home libraries and a Nebraska pencil to use with their writing journals. Sherman's certified staff were present and facilitated the stations. Sherman partnered with the Community Learning Center after-school program to host this family event. The theme centered around super heroes and Sherman students being Super Readers. As students and their families rotated through the literacy activities, they stopped by the Title 1 station. I informed parents that Sherman is a Title 1 school, shared the requirements of Title 1, and the right of parents to be involved. Translation was provided by Sherman's Bilingual Liaison. In addition, Spring conferences were used to allow parents to review and provide feedback on the Sherman Parent Involvement Policy and the Sherman School-Parent Compact.</p> <p>We utilize a variety of methods to engage parents in their child(ren)'s education and partner with us as we do so. Everything is completed in a bilingual format. Besides monthly newsletters, we employ the use of School messenger, a tool allowing for phone calls to be push out to all families in English and Spanish. We have a school marquee that is always current and up to date. Parents have the opportunity to attend various family nights throughout the year. Family involvement opportunities include: Literacy Night, STEM Night, Health and Wellness Night, Fine Art Night, Lunch with a Loved One, Cookies-Coffee-and-Conversation, and the Disney Musical Performance.</p>	

Teachers are encouraged throughout the year to make phone calls, send notes home and email parents with student's progress. Teachers also utilize parent/teacher conferences as a time to report student strengths, areas of need, and student artifacts.

Evidence includes: Family Literacy Night Flyer, Sign In, Agenda

6. Transition Plan

<p>6.1</p>	<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). Provide supporting documentation in the corresponding folder.</i></p>
<p>Sherman Elementary hosts a Kindergarten Round Up annually to support families in the transition of their children into kindergarten. Parents are informed of this event via the monthly school newsletter, flyers, social media posts, and the event was posted on the school marquee. At Kindergarten Round Up, a powerpoint is presented that includes staff introductions, daily schedule information, transportation information, health information, ways to help prepare students at home, as well as an introduction to kindergarten expectations and tasks. This presentation is given by the principal, school nurse, kindergarten teachers, counselor, social worker and is translated by the Bilingual Liaison. During a portion of the meeting, incoming kindergarteners visit the kindergarten classrooms and complete an activity with the class. Parents visit the classrooms after the meeting is over.</p> <p>Throughout the school year, pre-kindergarten students regularly join kindergarten students for movement activities in their classrooms. During the last two weeks of school, pre-kindergarten students eat lunch in the cafeteria to help them prepare for this routine the following year. At Back to School Night in the fall, parents are given further expectations for kindergarten.</p> <p>Evidence includes: Kindergarten Round Up Information, Kindergarten Round Up Ppt.</p>	
<p>6.2</p>	<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). Provide supporting documentation in the corresponding folder.</i></p>
<p>The school guidance counselor plans intentional lessons to help students transition from elementary to middle school. These plans include college and career awareness, as well as integration of vocational and technical education programs. Fourth and fifth graders develop a Personal Learning Plan during guidance which focuses on personal goal setting. The guidance counselor also plans lessons that focus on helping the students understand their personality and learning styles, and how this can help them be successful in middle school. The student also participate in "how to" lessons covering the following topics: how to open a combination lock, how to transition from class to class, how to get and stay organized, how to make new friends, and how to use an agenda to stay on top of homework and expectations.</p> <p>Middle school counselors visit the current fifth grade students to share information and answer questions about scheduling, activities/clubs, sports, academic expectations, etc. that the students have about middle school. The students also meet with middle school counselors to register for classes for the upcoming school year.</p>	

In addition, families have opportunities to visit middle schools through the OPS middle school open house process. Flyers for the middle school summer transition program are handed out to parents of students at Spring Parent Teacher Conferences. District AIF forms are completed in the spring to provide middle school teachers background information on student progress and interests.

Evidence Includes: Middle School Open House calendar, middle school transition guidelines, middle school registration calendar, middle school summer school postcards, counselor lessons

7. Strategies to address areas of need

7.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.

Academic support is one way that the amount and quality of learning time is increased during the school day.

The Leveled Literacy Intervention (LLI) program is utilized by the resource and ESL teachers with resource and EL students during the academic day. This includes a book being sent home with each student each day. In addition, free books are given away to all students at each family event. Paraprofessionals are also staffed full time in our pre-kindergarten, kindergarten, and resource classrooms. These paraprofessionals work with students both one-on-one and in small groups on academic skills.

Our Community Learning Center after school program also provides time and assistance to complete homework. In addition, the staff works on vocabulary sight words and basic math fact skills with students. They also provide multiple field trips and guest experiences in the areas of math, science technology, and engineering. In addition, we offer the district Strategic Tutoring Program both before and after school for second through fifth grades.

Sherman also hosts summer school yearly. Summer school is an extended learning opportunity for students in PK-4th grade. The program allows students to continue to work toward proficiency in the areas of Math and Reading while also providing enrichment activities. Sherman is the host school for another Omaha Public School during the summer school program. The program is fully staffed by current teachers and administrators from both buildings.

After school, twice a week, tutoring is offered for our students and is led by certified staff members at Sherman. Many of our classified staff members have also formed partnerships with individual students to increase the daily attendance and be a mentor for that student. These staff members use non-instructional time to check-in daily with these individual students and provide support.

Evidence includes: LLI Inventory, Mentor Nebraska, Summer School, CLC snapshot, tutoring registration

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

8.1

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.

Sherman Elementary is located in the Omaha Public School District and has a current population of 241 students. Of the population, 96% of our student are on free and reduced lunch. The racial composition of Sherman is 56.2% Hispanic, 28.8% White, 8.8% African American, 0.4% Asian, 3.1% Multi Racial, 2.2% Native American, and 0.4% Pacific Islander. Sherman is a schoolwide Title 1 school.

Sherman Elementary received about \$141,000 in Title 1 funds to support our Title 1 school. Title 1 salaries and fringe benefits are allocated to fund our full-time Instructional Facilitator. The money is allocated to instructional materials, technology upgrades, and professional development for staff. After school tutoring is also funded via Title 1 in the areas of math and literacy.

At Sherman all decisions are aligned to our School Improvement Plan (SIP) goals. The SIP plan encompasses goals in Reading, Math, Science, Behavior, Wellness, and Attendance. The Title 1 budget assists in student achievement and provides support to students in the areas of reading and math. Budget allocation for academic areas are written within our SIP plan.

Parental Involvement is a key component for student success. Sherman makes great efforts to build a close relationship between home and school. Informational materials such as the school newsletter, parent/teacher conferences and family nights will continue to engage our families in meaningful activities to help children at home.

Our school sets high expectations for all students to succeed. The budget plan correlates with resources we need to maximize our potential in students and accomplish our achievement goals.

Evidence includes: Title 1 Budget, Title 1 Accountability Allocation, Title 1 PD Allocation