

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:	Sunny Slope Elementary
County District School Number:	28-0001-
School Grade span:	PreK-5th Grade
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 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:	Mrs. Maria Roden
School Principal Email Address:	maria.rodan@ops.org
School Mailing Address:	10828 Old Maple Road, Omaha NE. 68164
School Phone Number:	531-299-2160
Additional Authorized Contact Person (Optional):	Missy Woitaszewski
Email of Additional Contact Person:	missy.woitaszewski@ops.org
Superintendent Name:	Matthew Ray
Superintendent Email Address:	matthew.ray@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>
Jamie Kudym Maria Roden Missy Woitaszewski Linda Gunter Laura Mohith Melissa Thomsen Sydney Trench Claire Bennett Danielle Dornsife Abby Torrey	Parent Principal Instructional Facilitator Kindergarten Teacher 1st Grade Teacher 2nd Grade Teacher 3rd Grade Teacher 4th Grade Teacher 5th Grade Teacher Resource Teacher

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 415	Average Class Size: 22	Number of Certified Instruction Staff: 28
Race and Ethnicity Percentages		
White: 34.1 %	Hispanic: 16.4 %	Asian: 3.2 %
Black/African American: 35.1 %	American Indian/Alaskan Native: 0.01 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 11.1 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 90 %	English Learner: 9 %	Mobility: 6.23 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	Amira
ELPA	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 curriculum, instruction and assessment decisions.</i></p> <p>Data is used to identify areas of need and instructional planning. Use of MAP data and district wide assessments as informal checks for understanding in the areas of Reading and Math. The data is used to identify areas for staff professional development and use/implementation of best practices. Data is used for each individual child to monitor ongoing progress. Monthly data meetings are held to review updated behavior, attendance and instructional data. Data is assessed and used to plan whole group, small group and differentiated instruction as well as gaps in learning. Collaborative planning with data is used during grade level meetings through backwards mapping. A Student Assistance Team meeting (SAT) is held when data is assessed, and lack of adequate progress has been made. The SAT team identifies additional interventions that will benefit the student. Data is also collected through MTSS-B for behavioral interventions.</p> <p>Documentation: Data, SIP, Professional Development Plan, PLCs, SAT process/meeting</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>A climate survey was distributed through the district in which parents and students were able to provide feedback. The results show areas of strength and areas of need. PTA is also an opportunity for parents and families to receive information regarding the needs of the school. Parent is gathered and discussed among staff and leadership. Monthly PTA meetings are held. At the beginning of the school year, there is a meeting held for parents/guardians to share school-wide data and SIP goals. At the end of the school year, a review meeting is held to reflect on the SIP plan and for discussion of changes to be made for the following school year.</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>

Our Continuous School Improvement Plan is a living document that changes throughout the year based on data and needs. The focus areas of the SIP plan are math, reading, science, MTSS-B, attendance, and attendance. All staff professional development, which is provided through grade level meetings, TEAM days, staff meetings two times per month, and SIP (School Improvement Plan) days, as well as district professional development days, is created based on the needs identified in the data. Data is collected and monitored regularly through Data digs (completed by teachers, leadership, and district support staff), as well as through coaching visits, to identify what is working and, if any, what planned professional development needs to be revised. Staff surveys are conducted to gather input for upcoming grade level and staff meetings. Staff is supported throughout the year with ongoing coaching sessions and feedback sessions, as well as leadership modeling lessons and participating in collaborative planning with staff both horizontally and vertically through grade levels.

Documentation:

Continuous School Improvement Plan

Data, academics and behavior

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.

Attendance is tracked and data is collected weekly, then reviewed at our weekly attendance meetings. Daily-calls are made by the secretary, and guidance counselor and SSL to student who have high numbers of tardies and/or attendance challenges. Robo calls are made daily to check on attendance via the district. The guidance counselor and SSL make 5, 10, and 15 day calls for the frequent absences. Initiatives are put in place for attendance, quarterly certificates are presented to students in the classroom by the principal, "Tardy Buster Club" (guidance counselor), attendance t-shirt reward, Class Reward to spell out attendance when students are on time and ready to learn. Attendance team identifies obstacles that keep students from getting to school (i.e. car troubles) and seeks out resources, such as gas cards, etc. to assist families in getting their children to school on time and regularly.

Student Assistance Team (SAT) meetings are held for students who are identified at risk with specific interventions put in place for each student in the areas of math, attendance, behavior, reading, and science. On-going data is collected through strategic interventions. This year, a new strategy was introduced to hold grade level SATs through collaboration and idea sharing of interventional strategies.

Identified students have a mentor through Teammates. Connections is available to meet mental health issues for students. We have a guidance counselor who teaches in the classroom, but also holds small group counseling for students with various trauma such as divorce, loss of a family member, etc. Summer school (Next Level Learning) is held every June/July for an extended learning opportunity.

Documentation: SAT process documentation, Attendance certificate

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>Professional Development is provided through a variety of avenues such as district Curriculum Days, building PD days, grade level meetings twice a month, staff meetings twice a month for all certified and classified staff that focus only on professional development, and our School Improvement Days are held with a focus on professional development and increasing student achievement. Topics for professional development are derived from data, district initiatives, staff needs, and coaching visits. The professional development calendar (4 step cycle) is built into our Continuous School Improvement Plan and is revised, as needed, if ongoing data checks identify a need to focus. Data is provided in the form of attendance, behavior referrals through Behavioral Dashboard, School Data Book, school climate surveys, teacher observations and checks for understanding, MAP assessments administered three times per year (Fall, Winter, Spring) in the areas of Reading and Math for K-5 and Science for 5th grade. Student report cards are also used to monitor progress. This data is used to identify specific student needs for intervention groups that occur by the teacher within the school day. The data is used to identify students who need to enter the School Assistance Team process to identify if there are strategies and interventions that can be put into place to help the child be more successful (attendance, academics or with behavior), as well as if there is a reason to assess for a disability or need that goes beyond the classroom.</p> <p>Documentation: Continuous School Improvement Plan with professional development schedule embedded Professional development PowerPoint Example</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>A meeting was held with parents to review and discuss the Omaha Public Schools Parent Engagement Policy and the School-Parent Compact. Parents were invited to learn about Title 1 and were given the opportunity to provide feedback.</p> <p>Documentation: School-Parent Compact</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>A meeting was held with parents to review and discuss the Omaha Public Schools Parent Engagement Policy and the School-Parent Compact. Parents were invited to learn about Title 1 and were given the opportunity to provide feedback.</p> <p>Documentation: Family Engagement Policy and Procedures</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>A meeting was held with parents to review and discuss the Omaha Public Schools Parent Engagement Policy and the School-Parent Compact. Parents were invited to learn about Title 1 and were given the opportunity to provide feedback.</p> <p>Documentation: Meeting agenda Parent Sign-in Document</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>We have Kindergarten Round Up in January. Parents are invited through mailings, handouts to families, Facebook, Website, and word of mouth. Future kindergarteners are provided the opportunity to tour the building and kindergarten classrooms. A PowerPoint was also developed to show a visual of staff members, kindergarten schedule and other important Kindergarten information. Back to School Night (Safe Walk to School) provides another opportunity to visit the school prior to the first day of school for all students.</p> <p>Documentation: NLL information document Kindergarten Round-up PPT</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>The surrounding middle school counselors visit Sunny Slope in the Spring to share information with outgoing 5th graders who will be attending middle schools nearby. Information was given at March conferences to 5th grade parents about the Middle School "Welcome Camp and Jump Start".</p> <p>Documentation: Middle School Jump Start information and Elementary to Middle Registration</p>	

6. Strategies to address areas of need

6.1	<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.</i>
<p>Time allotments are set by the district to include an identified intervention time during the school day. A focus is on bell-to-bell teaching with specific requirements for teachers that include: posting the schedule outside of their room, adhering to the time allotments, training on pacing of instruction, daily schedules are created by leadership to ensure that all classrooms at a grade level are following the same schedule and are co-planning together.</p> <p>Next year, we plan to use Title 1 funds to host family engagement/academic night with students and families. There will be games, activities, make and take items to reinforce academic standards.</p>	

NLL is held over two sessions, one in June and one in July. The June session will include math, reading and writing experiences that will prepare student for the next grade level. July NLL will include an acceleration half day camp that will include reading and math experiences connected to nature, sports, STEM and the arts. This is for students identified by the Omaha Public Schools research department based off a variety of data points.

Documentation: Daily schedule Sample

Omaha Public Schools time allotments

Master schedule