

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:	Wakonda Elementary
County District School Number:	1
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:	Jennifer LeClair
School Principal Email Address:	jennifer.leclair@ops.org
School Mailing Address:	4845 Curtis Ave Omaha, NE 68104
School Phone Number:	531-299-2180
Additional Authorized Contact Person (Optional):	Janeen Mann
Email of Additional Contact Person:	janeen.mann@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> Amber King Hernandez Jennifer Leclair Maria Roden Janeen Mann _____ _____ _____ _____ _____ _____ _____	Titles of those on Planning Team Parent Administrator Administrator Instructional Data Coach _____ _____ _____ _____ _____ _____ _____
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 398	Average Class Size: 20	Number of Certified Instruction Staff: 35
Race and Ethnicity Percentages		
White: 11.5 %	Hispanic: 9.4 %	Asian: 18.6 %
Black/African American: 54.6 %	American Indian/Alaskan Native: 1.5 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 4.3 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 93.6 %	English Learner: 20.1 %	Mobility: 15.5 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP Reading, Math, Science	
NSCAS Reading, Math, Science	
ELPA21	

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>In order to ensure we have a clear picture of our needs, we used several sources of data. We started with a comprehensive needs assessment tool provided by the Nebraska Department of Education to give us a picture of overarching areas by looking at the tenets. Our climate survey and MTSS-B surveys gave us insight into the social/emotional structures in our building. We analyzed NSCAS and MAP data to look for trends across grade levels, in subgroups and drill down to individual students. This information allowed us to plan for schoolwide areas of focus and professional development, make regular adjustments to classroom instruction, create optimal student groups in the classroom and meet students' individual and collective needs. During our Professional Learning Communities, teachers worked together to analyze student work and plan next steps in response to ensure continued growth. This time is also used to analyze district summative assessments to reflect on student learning, ensure mastery and determine any reteaching needs. Teachers are also able to share and refine teaching practices during PLCs, which benefits all students.</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 was gathered primarily through the use of an ongoing Parent Voice survey. The survey was available for parents throughout the school year and was posted in our newsletter throughout the year. It was posted specifically at fall and spring conferences and parents received an invitation to complete the survey. We also invited parents to a VIP Event before the school year began, in order to meet the school staff. One of the topics of discussion was what the parents/community members think is needed to make our school more successful. Our staff met to examine the results of the parent voice survey and share the comments from the VIP event in order to celebrate our successes and the community we are building and continue to look for ways to make families and community members feel more included and confident about the work we are doing at Wakonda.</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>Using the Comprehensive Needs Assessment from NDE, our NSCAS and MAP data, our Climate Survey and MTSS-B data, we created our School Improvement Plan. As a staff we identified goals and steps we needed to take to get there. Our school leadership team created a calendar of professional development dates and activities to ensure that we would be successful in meeting all of goals set forth. This calendar allowed all staff to see what was planned and the direction we were moving. We were able to adjust dates as topics needed more or less time. As we worked as a staff to learn together, the leadership team provided coaching to teachers to aide in consistent implementation of strategies. Teachers also used Instructional Rounds to observe each other and see strategies in action, aiding in consistency of implementation. Fidelity checks were also used as a tool to monitor implementation and effectiveness of professional development.</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>Our students take MAP tests 3 times a year. Teachers use the MAP Continuum to make regular adjustments to classroom instruction, create optimal student groups in the classroom and meet students' individual and collective needs. During our weekly Professional Learning Communities, teachers worked together to analyze student work and plan next steps in response to ensure continued growth. This time was also used to analyze district summative assessments to reflect on student learning, ensure mastery and determine any reteaching needs. Teachers were also able to share and refine teaching practices during PLCs, which benefits all students.</p> <p>Grades K-3 use daily Phonics Mastery Guide lessons to ensure all students are able to read and decode grade level words.</p> <p>Teachers use guided reading benchmarks and running records to identify students for Leveled Literacy Interventions. Teachers provided LLI instruction in the classroom for 30 minutes a day to a small group of students while all other students work on their own learning path through a digital resource, Exact Path.</p> <p>We have also hired a Reading Interventionist that works with students in grades K-2 in addition to their classroom small group reading in order to ensure they are reading on grade level by third grade.</p> <p>Specialist teachers work with students at each grade level during open plan times to practice math fact fluency.</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>Teachers and paraprofessionals in the district have met all requirements of rule 10 and ESSA. At Wakonda, paraprofessionals receive additional training in the areas of math, reading and behavior support.</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>Wakonda staff spends five full days learning together before the school year officially begins. We call them, "Wakonda Days" We focused on Ongoing Assessment Practices (OGAP) and building relationships this year. The staff also participates in professional development provided by Omaha Public Schools district staff that is specific to teachers, paras, security, etc. Throughout the school year, professional development is aligned to the school improvement goals created by the staff. The staff meets bi-weekly as a whole group for professional development. Grade levels meet every other week to follow up for more grade level specific professional development about the same topic. Professional Learning Communities (which are also grade level based) meet weekly to examine student assessments and lesson plan or discuss teaching practices to address student needs.</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>
The School-Parent Compact was reviewed at a Parent Teacher Organization meeting to determine any changes or edits that should be made. We distribute the compact at the beginning of the year in our Student Handbook.	
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>
The Title I Parent and Family Engagement Policy was reviewed at a Parent Teacher Organization meeting to determine any changes or edits that should be made. We distribute the policy at the beginning of the year in our Student Handbook and at the PTO meeting. We also distribute a year long calendar of Family Events so parents can get them on their calendars early.	
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>
The annual Title I parent meeting was held during a PTO meeting to inform parents of Wakonda's participation in Title I.	

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>
Students entering Kindergarten from Early Childhood attend a Kindergarten Round-Up with their parents in January to register and visit the classroom. In May, they visit each Kindergarten classroom for 45 minutes to experience several subjects and meet each potential teacher during "fly up" day. Each student in grades Pre-K through 4 participates in "fly up" day.	
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>
Fifth graders submit middle school applications in January. We schedule a visit from a guest speaker panel of middle schoolers to answer our students' questions about middle school in March. Once students have been assigned to a middle school, the guidance counselors from their school come to Wakonda to meet them and help them register. They begin middle school transition lessons with the guidance counselor at the beginning of April where they research activities they can be involved in, how to read the bell schedule, using a combination lock, organization for moving from class to class, and several other topics. In May, we schedule a visit to a middle school so they can see everything in action. In June, students may attend summer school at their middle school to get acclimated to the building and the middle school environment.	

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>The Wakonda school day schedule has an additional 30 minutes of time. The schedule is designed to minimize transitions and maximize instructional time. Additional time is provided for interventions in reading and math. Paraprofessionals and resource supports are strategically scheduled so students get multiple opportunities to learn. Wakonda is also fortunate to partner with Kids Can as an after school service provider and many students have the opportunity to participate in STEAM programming and other extended learning opportunities outside of the scheduled school day. Wakonda also offers summer school to students through the month of June. Summer school is focused on literacy and math instruction.</p>	

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>Wakonda's 2019-20 Title I Budget is \$207,460. This budget is used for staffing, parental involvement opportunities, professional development, and professional and technical services. All staff paid from the Title I budget complete a bi-annual time and effort log to account for their time.</p> <p>For all spending, Wakonda follows the district's guidelines for NDE allowable expenditures for both general funds and accountability funds. Those documents are included.</p>	