

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

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| District Name: | Omaha Public Schools |
| County Dist. No.: | 28-0001 |
| School Name: | Wilson Focus School |
| County District School Number: | 046 |
| School Grade span: | Third - Sixth Grade |
| Preschool program is supported with Title I funds. (Mark appropriate box) | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Summer school program is supported with Title I funds. (Mark appropriate box) | <input type="checkbox"/> Yes <input checked="" 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) Science Multi-Tiered Systems of Support for Academics and Behavior |
| School Principal Name: | Briana McLeod-Larsen |
| School Principal Email Address: | briana.mcleod-larsen@ops.org |
| School Mailing Address: | 5141 F Street Omaha, Ne 68117 |
| School Phone Number: | 531-299-2260 |
| Additional Authorized Contact Person (Optional): | Beth Taylor |
| Email of Additional Contact Person: | beth.stenzel@ops.org |
| Superintendent Name: | Mr. Matt Ray |
| Superintendent Email Address: | matt.ray@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 |

| Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i> | Titles of those on Planning Team |
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| Briana McLeod-Larsen, Principal Dr. Beth Stenzel, Assistant Principal | <u>Parent Administrator</u> |

| School Information <i>(As of the last Friday in September)</i> | | |
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| Enrollment: 213 | Average Class Size: 21 | Number of Certified Instruction Staff: 18 |
| Race and Ethnicity Percentages | | |
| White: 33.2 % | Hispanic: 21.5 % | Asian: 2.9 % |
| Black/African American: 31.2 % | American Indian/Alaskan Native: 1 % | |
| Native Hawaiian or Other Pacific Islander: 1 % | Two or More Races: 10.7 % | |
| Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i> | | |
| Poverty: 68 % | English Learner: 5 % | Mobility: 5.8 % |

| Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i> | |
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| DIBELS (ORF) | Phonics (3) |
| Amira Dyslexia Screener | Leveled Literacy Intervention |
| NSCAS-Science/Math/ELA | MAP (Fall, Winter & Spring) |
| ELPA Results | Mathematics & Reading Common Assessments |

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

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| 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>Wilson Focus Elementary instruction is Data Informed. Formative and summative data is interpreted throughout the school day and school year.</p> <p>We rely upon Summative Data to establish our whole school goals. Examples of year-long summative data are:</p> <ol style="list-style-type: none">1. Nebraska Student Centered Assessment System (NSCAS) which is a summative proficiency test of ELA, Math & Science State Standards2. Measures of Academic Progress (MAP) a computerized adaptive norm-referenced assessment <p>Specific NSCAS Goals are as follows: Math 70% of students will be identified as "On Track" or "College and Career Ready" by Spring of 2025 ELA 75% of students will be identified as "On Track" or "College and Career Ready" by Spring of 2025 Science 94% of students will be identified as "On Track" or "College and Career Ready" by Spring 202</p> <p>Before students enter our building for the first day of the academic year, we create a database of academic, attendance, and program enrollment (Resource, ELL, GATE, etc) to prioritize students by likelihood of academic risk. By September 1, we complete a universal screening for decoding, encoding, and reading fluency. We used this data to identify the students who would need intensive intervention, extra classroom support, or enrichment. Third grade students were screened for dyslexia using the Amira program, and for phonics knowledge using the Phonics Mastery diagnostic tool. Our analysis identified many students with risk factors that were not evident when using only outcome measures (MAP, NSCAS, etc). After MAP testing in the fall, we updated, re-evaluated, and reorganized our intervention and support rosters. We used the NSCAS MAP data in the winter to do the same. We designed professional development for all classroom teachers to analyze the data, target high-needs and nearly-proficient students and their learning indicators to guide curricular intervention instruction. Subsequently, teachers brought student work samples to grade level meetings, and discussed their insights and their continued intervention plan. Progress Monitoring occurs in the continuous Plan, Do, Check, Act cycle.</p> | |

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| 1.2 | <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>There are many ways that we gather information from our parents and community to identify the needs of the school. First, our school and staff are warm and welcoming. When a parent has a concern, the door is open for them to share with us informally whether that be in person, email or a telephone call or during a parent teacher conference. Another way that we gather information from our parents and community to identify the needs of the school is through our Parent Teacher Organization monthly meetings called Parent Pride. We recruit parents to serve on the District Citizens Advisory Committee and display posters with QR codes for input outside the Climate Survey window. The Omaha Public Schools Climate Survey allows us to collect perception data to identify needs of the school community. If a parent is uncomfortable speaking with staff or administration directly, a Student and Community liaison will report the concern on the parent's behalf. The school principal interviews staff and students at the end of the school year asking, "What is one thing you think I should know? What makes you proud to be a Wilson Focus Lion? What is going well?"</p> | |
| 1.3 | <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>See attached School Improvement Plan and Professional Development Plan.</p> | |

2. Schoolwide reform strategies

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| 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>Wilson Focus School implemented a school-wide intervention time, W.I.N. Time – What I Need Time. Everyone in the building has a role to play, from our administration to our staff to our specialists. We assigned staff to support classrooms during this time and provided them with structured lessons for students needing support. In this way, we are able to provide support to our classroom teachers so they can support our highest-needs students for 30 minutes every day, ultimately resulting in 95 hours of potential intervention time. We have used the OPS Academic Dashboard tool, in addition to our building assessments and teacher recommendations, to locate and intervene for students with risk factors such as low attendance, remote schooling, reading fluency, dyslexia screening, previous and current outcome measures (such as NSCAS and MAP), and number of schools attended. SAT meetings are held when teachers have academic or behavior concerns about specific students, or if they are identified by our schoolwide data analysis. These students are provided with Tier 2 interventions as teachers collect data for a period of 4-6 weeks. The intervention is monitored for effectiveness and adjusted as needed. A follow-up SAT meeting is held to determine if further interventions are needed, or further testing is necessary.</p> | |

3. High quality and ongoing professional development

3.1

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.

Annually, Wilson Focus creates a Professional Development Plan which includes, but is not limited to, Grade Level Meetings, Staff Meetings and District Level training. Wilson Focus staff independently reach out to a literacy, math, technology, or science coaches for assistance. Access to coaches is valued and utilized at Wilson Focus. Wilson Focus Elementary instruction is supported by an Annual Professional Development Plan as a key piece to the School Improvement Plan. Professional Development is delivered as scheduled within the specified timeframes, but does allow for any needed adaptations. The Professional Development Plan includes District Wide Initiatives and those specific to Wilson Focus Elementary. The Professional Development Plan is written by the Wilson Focus Instructional Leadership Team. The aims of the Professional Development Plan intend to strengthen the Instructional Core.

1. Nebraska Student Centered Assessment System (NSCAS) which is a summative proficiency test of ELA, Math & Science State Standards

2. Measures of Academic Progress (MAP) a computerized adaptive norm-referenced assessment

SMART (Specific, Measurable, Attainable, Relevant, Timebound) goals are developed based on the prior year's results.

Specific NSCAS Goals are as follows:

Math 70% of students will be identified as "On Track" or "College and Career Ready" by Spring of 2025

ELA 75% of students will be identified as "On Track" or "College and Career Ready" by Spring of 2025

Science 94% of students will be identified as "On Track" or "College and Career Ready" by Spring 2025

Students begin the Fall MAP test in August. By September teachers analyze the data provided from the MAP test. The Class Report, Student Profile Report, Achievement Status and Growth Summary with Quadrant Chart Report, Achievement Status and Growth Projection Summary and the Student Progress Report assist us identifying our areas of strength, the areas our students need more assistance. Through the data we are able to determine which students will benefit from targeted small group instruction either to bring the student to proficiency if below the grade level norm or to enrich student learning because a student has surpassed the grade level norm. In addition, data is analyzed to ensure the Tier 1 Instruction prepares students for upcoming assessments.

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4. Strategies to increase parent and family engagement

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| 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> |
| The Parent Compact is the result of the collaboration between students, families, and teachers. During fall parent-teacher conferences our school compact is discussed with all parents and signed by parents and students. Parent compact copies are provided to families each school year. It can also be found on our school website. | |
| 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> |
| The 2024-25 school year will be our first year for this administrative team. | |
| 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> |
| The annual Title I parent meeting will be held at our Parent Pride PTO meeting. | |

Transition Plan

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| 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>Wilson Focus is an elementary school, with students in grades 3-6. Families wanting to attend Wilson Focus must complete an application. Wilson has 60 available student seats in each grade level, for a maximum capacity of 200 students. Students are selected through a lottery process for the 3rd grade spots. Upon selection, families are notified by mail. Any student in the OPS boundaries is eligible for bus transportation to Wilson Focus School. All new students receive a welcome letter via U.S. mail. We will also have a 3rd grade round up in the spring for all upcoming 3rd graders.</p> <p>Back to School Night was held on August 1, 2024, allowing all families to visit the school and meet their teachers and tour the building.</p> | |

Opening letters and ongoing newsletters are made available using Smore and are also posted to our school website. Information necessary for expectations and procedures is communicated through these avenues in an ongoing manner. Translation is available in numerous languages.

5.2

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).

Time is invested to support students to successfully transition from Wilson Focus Elementary to Middle School. In the classroom, teachers increase student accountability for coming to class with the necessary materials, as this will be a major responsibility in Middle School.

The Omaha Public Schools hosts Open House for their incoming Middle School students in the winter and spring prior to their arrival in the fall. Wilson Focus Elementary advertises these events.

Middle School Counselors visit Wilson Focus to assist with registering for classes.

The Wilson Focus School Counselor teaches transition lessons to all fifth graders. The School Counselor encourages the students that would benefit from Summer School in their Middle School or a Jump Start opportunity to attend. The Wilson Focus School Counselor assists with recommendations and registration.

Specifically, the Wilson Focus School Counselor teaches at least 3 lessons designed to address challenges students will face when attending a new school and meeting expectations more independently. See below for more information about the Unit and Lessons:

A. School Counseling Unit: Transition to Middle School

Lesson Title: Transition - On Your Way to Middle School (Keys to Success) – Part 1

Student Learning Target: (Counselor will write or display the objectives/learning targets.)

1. I can state at least three keys to being successful in middle school.

2. I can state three ways to stay engaged during a classroom lesson

B. School Counseling Unit: Transition to Middle School

Lesson Title: Transition - On Your Way to Middle School (Keys to Success) – Part 2

Student Learning Target: (Counselor will write or display the objectives/learning targets.)

1. I can state at least one way to stay organized in Middle School.

2. I can identify a study technique that may work best for me.

3. I can give one reason to use a planner calendar

C. School Counseling Unit: Transition to Middle School

Lesson Title: Transition - On Your Way to Middle School (Keys to Success) – Part 3

Student Learning Target: (Counselor will write or display the objectives/learning targets.)

1. I can state one quick tip for passing in the hallway.

2.I can identify one rule/regulation for the middle school cafeteria.
3.I can name at least two ways to make friends.

The Special Instruction Resource Teachers at Wilson Focus collaborate with the Middle School Special Instruction Resource Teachers. The Wilson Focus Special Instruction Teachers will write Individualized Education Plans along with the Middle School Special Instruction Teachers to ensure that the proper goals and interventions are included. The Wilson Focus Special Instruction Teachers will, when it is helpful, visit the Middle School with an outgoing 6th grader.

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.*

See Comprehensive Needs Assessment Response 1.1.
We are able to purchase apps such a Padlet and SMORE. These tools provide communication to enhance school to home communication and engagement. We are also able to host meaningful and memorable family engagement events.