

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:	Franklin Elementary
County District School Number:	28-0001-103
School Grade span:	HS-6th 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:	Dr. Christina Warner
School Principal Email Address:	Christina.Warner@ops.org
School Mailing Address:	3506 Franklin St. Omaha, NE 68111
School Phone Number:	531-299-1440
Additional Authorized Contact Person (Optional):	Mrs. Anne Friedrichsen
Email of Additional Contact Person:	Anne.Friedrichsen@ops.org
Superintendent Name:	Dr. Cheryl Logan
Superintendent Email Address:	Cheryl.Logan@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>
<p>_____</p> <p>Dr. Christina Warner</p> <p>Anne Friedrichsen</p> <p>Alexis Phillips</p> <p>Taralyn Brown</p> <p>Emily Beasley</p> <p>Kathy Tolliver</p> <p>Kaye Kiepert-Hensley</p> <p>Patricia Michel</p> <p>Lacey Wilson</p> <p>_____</p> <p>_____</p>	<p><u>Parent</u></p> <p><u>Administrator</u></p> <p>Principal</p> <p>Instructional Facilitator</p> <p>Parent</p> <p>Counselor</p> <p>Library Media Specialist</p> <p>Resource Teacher</p> <p>Kindergarten Teacher</p> <p>Third Grade Teacher</p> <p>Fifth Grade Teacher</p> <p>_____</p> <p>_____</p>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 322	Average Class Size: 20	Number of Certified Instruction Staff: 34
Race and Ethnicity Percentages		
White: 9 %	Hispanic: 27.6 %	Asian: 7.1 %
Black/African American: 52.8 %	American Indian/Alaskan Native: .9 %	
Native Hawaiian or Other Pacific Islander: n/a %		Two or More Races: 2.5 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 92.9 %	English Learner: 24.14 %	Mobility: 16.9 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS Summative	ELPA 21
NWEA MAP Growth	
NSCAS Growth Pilot	
AMIRA Benchmarking	

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>-NWEA MAP Kindergarten-6th Grade -NSCAS 3rd-6th Grades -NSCAS Growth Pilot 3rd-6th Grades -HMH Into Reading Module Assessments Kindergarten-5th Grade -HMH Collections Assessments 6th Grade -HMH Into Reading AMIRA Benchmark Assessments Kindergarten-3rd Grade -Lexia Core 5 (Grades 3-5) and Lexia PowerUp (Grade 6) -District Common Math Assessments Kindergarten-6th Grade</p> <ol style="list-style-type: none"> 1. Data from each assessment was first reviewed holistically during staff meetings and then disaggregated by grade level during grade level specific meetings. 2. The NWEA MAP Assessment and the NWEA Growth Pilot were administered in the fall, winter, and spring. Data were reviewed to assess ability levels and utilized to inform instruction for both whole group and small group instruction. 3. Scores from the NWEA MAP and NSCAS Growth Assessment were used to determine growth from Fall to Winter and Winter to Spring in the areas of ELA and Math. Additionally, these scores served as a reference to determine how student scores compared against those of students nationwide. 4. NSCAS scores were used to gather baseline data to determine how well students performed in comparison to their peers in the same grade level. 5. Grade level meetings were held bi-weekly to provide professional development, review data, and discuss students of concern. 6. Staff review common math and reading assessments during grade level meetings to look for trends and areas of need for opportunities for reteaching. 7. Quarterly grades, MAP scores, and formative common assessments are used to triangulate and capture overall student achievement growth. <p>In addition, staff participates in an MTSS-B self assessment that helps determine strengths and needs related to school-wide procedures and routines and behavior supports that will enhance the class and school environment and improve relationships.</p> <p>The attendance team (principal, counselor, social worker, nurse, and Student Support Liasion) meet weekly to determine which students' attendance rates are putting them at risk of meeting academic standards and projected growth. Resources and support are suggested and planned.</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>

Each year, parents are asked to complete a climate survey. Parents who completed the survey were asked several questions about the school climate, school safety, and equity and respect for diversity. During the September 13th Open House, two sessions were offered for parents to attend the Annual Parent Meeting. During this time, we reviewed our School Improvement Plan and provided parents with a Title 1 parent feedback form. Our partnership with the DIBS (Delivering Infinite Book Shelves) program allows for daily at-home reading of quality books. Annually, participating students' parents are given the opportunity to complete a survey to provide feedback.

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 Franklin Elementary School Improvement Plan focuses on meeting the academic needs of all students through guaranteed and viable ELA, Math, and Science curricula. In addition, specific high-yield instructional strategies are used across content areas to create a shared collective teacher efficacy. Coaching notes by the leadership team are used to build capacity and align practices to the school improvement plan. Staff continue to implement and teach MTSS-B Tier One strategies using school-wide "Teach To" lessons to manage behaviors in classrooms and common areas of the building. This plan is continuously reviewed and updated on a monthly, quarterly, and yearly basis. Our building leadership team and district CIS team conducts instructional coaching visits on a regular basis. The data and coaching feedback conversations provide opportunities to discuss teaching practices and strategies and encourage the use of the behavior flowchart for consistency and to prioritize instruction and learning for students.

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.*

Multiple research-based strategies are used to provide additional assistance to identified needs of targeted populations and individual students failing or at-risk of failing to make progress on standards. The district provided all certified staff a digital copy of the Best Instructional Practices Handbook (BIPH). This handbook is a tool that includes research-based best instructional practices that are appropriate for all demographics of students.

When a student was deemed "at-risk" using criteria from K-3 Amira assessments, families were notified by a formal letter via the US Mail. These students received supplementary instruction using Phonics Mastery Guides (K-3), iRead (K-3), AMIRA (K-3), Zearn (K-6), Lexia (3-6), and MAP Accelerator (3-6).

Franklin also supports the district action plan which focuses on key areas to increase student achievement. The Academic Action Plan was developed to align practices and pacing regardless of what OPS elementary school a student attends. Franklin focused gradual release of instruction during staff meetings for all staff.

- 1. Instructional Framework
 - *Gradual Release of Instruction
 - *Consistent Procedures and Routines that align with MTSS-B (Multi-Tiered Systems of Support for Behavior)
- buildingwide goals
 - *Literacy strategies across content areas and numeracy strategies
 - *Use of guaranteed and viable curriculum
 - *Use of grade level district curriculum guides

- 2. Coaching-ongoing coaching provided by leadership to enhance best teaching practices in the classroom
- 3. Data-driven decision making that utilizes coaching data and triangulated data is reviewed regularly and aids in revising the plan based on student needs. Refer to 1.1 for data spreadsheet.

After school tutoring was provided throughout the year for identified students. This program allowed teachers to work with smaller groups of students in the areas of reading and math.

Students in need of Tier 2 or Tier 3 support were identified during grade level collaboration time. Students not making expected progress were referred to the Student Assistance Team. This team comprised of various staff members met and collaborated to establish interventions for targeted students and determined next steps based on students' response to implemented interventions.

Those students in need of supplemental academic support are invited to participate in NLL (Next Level Learning Summer School) for June and July.

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.

The Omaha Public Schools provides professional development for teachers in the beginning of the school year on the district's yearly instructional focus. The district put much focus on the newly adopted K-5 ELA curriculum HMH Into Reading. Teachers and paraprofessionals are provided ongoing professional development opportunities based on the School Improvement Plan, student needs, data competency, and MTSS-B during staff and grade level meetings.

4. Strategies to increase parent and family engagement

4.1

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.

Franklin families were invited to the Annual Parent School meeting which was held on September 13, 2021 to review and update the School Improvement Plan, School-Parent Compact, and Title 1 Parent and Family Engagement Policy to address and discuss the need for increasing parental engagement. The school-parent compact is distributed in our school handbook posted on our school webpage and posted on SeeSaw, our school communication digital tool.

4.2

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.

Franklin families were invited to the Annual Parent School meeting which was held on September 13, 2021 to review and update the School Improvement Plan, School-Parent Compact, and Title 1 Parent and Family Engagement Policy to address and discuss the need for increasing parental engagement. No changes or updates were made to the Title 1 Parent and Family Engagement Policy or Procedure. This information is also posted in our school handbook posted on our school webpage.

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>
Franklin families were invited to the Annual Parent School meeting which was held on September 13, 2021 to review and update the School Improvement Plan, School-Parent Compact, and Title 1 Parent and Family Engagement Policy to address and discuss the need for increasing parental engagement.	

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>Staff are informed of incoming students prior to their arrival. A meeting is held for those students with special circumstances or needs in order to proactively address those needs. Families are invited for an initial tour of the building. On their first day, new students and families to Franklin are greeted by an individual from the Leadership Team and escorted to their classrooms. Each teacher is asked to introduce new students and assign them a classroom buddy to help them acclimate to routines and the individuals the student will interact with (peers, specialists, etc.).</p> <p>Classroom teachers meet with teachers from the grade level below to discuss incoming students. Discussions topics include the needs of each student as well as behavioral, academic, and/or social emotional concerns. Kindergarten Roundup was held on January 20, 2022 for any student enrolling in Kindergarten for the following school year. Early Childhood students enrolled in Kindergarten for the following school year participate in a "Jump Up" day and visit Kindergarten classrooms for a half day. Franklin is fortunate to have a Family Support Worker as part of our Head Start program. This individual supports family in many ways and facilitates the registration process and assists with other barriers to the transition into kindergarten.</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 school counselor coordinates visits from choice middle schools that highlight the difference between each option 6th graders have to attend. Families receive middle school enrollment forms and may attend middle school open houses during the winter months. Additionally, outgoing 6th graders have the opportunity to attend summer school at the middle school they will attend in the fall. All student materials are sent to the student's new OPS school.</p> <p>Early Childhood students transitioning to kindergarten receive a document with kindergarten readiness math, reading and social skills to prepare them for the start of kindergarten.</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>
Franklin Elementary provided tutoring for selected students in the winter and spring. Criteria for student selection included MAP data as well as math and ELA grades. Students had access to and were encouraged to utilize digital learning resources, including ZEARN, Lexia, Amira, and iRead, outside of the school day. The school's Title 1 budget was used to supplement areas in which the general budget does not cover. Included in the Title 1 budget are several staff members salaries. The Title 1 budget also provides funding for parental involvement efforts, instructional materials, and professional development. These funds are provided from	

local, state, or federal institutions to provide viable, guaranteed, and equitable curriculum and resources for all students. Students were invited to participate in NLL summer learning program.