

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: | Ponca Elementary |
| County District School Number: | 28-0001-159 |
| Building Grade Span Served with Title I-A Funds: | K-5 |
| 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 checked="" type="checkbox"/> Other (Specify)_MTSS-B, Dropout Prevention, Science, College to Career___ |
| School Principal Name: | Carl Bilotta |
| School Principal Email Address: | carl.bilotta@ops.org |
| School Mailing Address: | Ponca Elementary 11300 North Post Road Omaha, NE 68112 |
| School Phone Number: | 531.299.1960 |
| Additional Authorized Contact Person (Optional): | Debora Jaeke |
| Email of Additional Contact Person: | debora.jaeke@ops.org |
| Superintendent Name: | Matthew Ray |
| Superintendent Email Address: | matthew.ray@ops.org |
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| Confirm all Instructional Paras are Highly Qualified according to ESSA. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| The Schoolwide Plan is available to the School, Staff, Parents, and the Public. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

| <u>Names of Planning Team</u> | <u>Titles of those on Planning Team</u> |
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| <i>(include staff, parents & at least one student if Secondary School)</i> | |
| <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> | <p style="text-align: center;"><u>Parent</u></p> <p style="text-align: center;"><u>Administrator</u></p> |
| <p style="text-align: center;">Carl Bilotta Debora Jaeke Karolyn Roby</p> | <p style="text-align: center;">Administrator School Counselor Elementary Teaching and Learning Consultant</p> |
| <p style="text-align: center;">_____</p> | <p style="text-align: center;">_____</p> |
| <p style="text-align: center;">Jamie Moberg Nisha Jafari Hollie Schmiedeskamp Katie Driscoll Sarita Hollander Kimber Virus Molly Mertz Andrea Johnson Sean Sanchez Kristen Lehl Sandy Bonacci Leita Barnes Carrie Templeton Matt Virus Maher Jafari Brook Urban</p> | <p style="text-align: center;">Parent Parent Parent Parent Parent Parent Parent Parent Parent Parent Parent Parent Parent Parent Parent Parent</p> |
| <p style="text-align: center;">_____</p> | <p style="text-align: center;">_____</p> |
| <p style="text-align: center;">Sherri Rodriguez Amy Grav Stacy Tiller Natalie Push Katrina Lyons</p> | <p style="text-align: center;">Teacher Teacher School Health Aide School Secretary Teacher</p> |
| <p style="text-align: center;">_____</p> | <p style="text-align: center;">_____</p> |

School Information
(As of the last Friday in September)

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| Enrollment: 131 | Average Class Size: 23 | Number of Certified Instruction Staff: 9 |
| Race and Ethnicity Percentages | | |
| White: 70 % | Hispanic: 14 % | Asian: 1 % |
| Black/African American: 6 % | American Indian/Alaskan Native: 1 % | |
| Native Hawaiian or Other Pacific Islander: 0 % | | Two or More Races: 8 % |
| Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i> | | |
| Poverty: 55.7 % | English Learner: 4.6 % | Mobility: 0 % |

| Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
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| NWEA/MAP | NSCAS |
| School Climate Surveys | Formative/Summative Assessment Data |
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Please write a narrative in each box below to correspond to the Rating Rubric.

Upload PDF documentation in corresponding folder onto NDE “Landing Page” within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment

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| 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> <ul style="list-style-type: none"> -December Attendance Team Meeting Agenda -February Attendance Team Meeting Agenda -January Grade Level Meeting Agenda -October Grade Level Meeting Agenda -Ponca Data Book p. 7, 8, 21, 22, 23 -Classroom Goal Setting Posters -Individual Student Goal Setting Forms -SAT List to Identify Students -Ponca SIP at a Glance <p>There are many data sources that Ponca Elementary utilizes to support all students. The school improvement plan is developed to address school needs and provides a roadmap for professional development. MAP Growth, NSCAS, formative/summative classroom assessments are utilized to determine students' academic needs. Grade level teachers and school leadership meet bi-monthly in grade level meetings to set academic and growth goals for students. The attendance team meets twice a month to determine at risk students and what supports will be put in place. The Student Assistance Team meets bi-monthly to determine students that are not progressing academically, behaviorally, or with school attendance. A plan is put in place including interventions to help students be more successful.</p> |
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| 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> <ul style="list-style-type: none"> -School Climate Survey (see Ponca Data Book p. 9-12) -January PTA Meeting Agenda -November PTA Meeting Agenda -Annual Title One Plan Review PowerPoint -Get to Know Ponca Meeting Agenda w/PTA -Title One Parent and Family Compact-Still Need <p>Ponca parents, community members, students and staff complete a school climate survey every Spring. The information gathered helps to develop the needs of the building and specific supports to put in place. Every month the Ponca PTA, school leadership and staff meet to discuss and plan upcoming events to support the school community. During the second semester, staff fill out reflection sheets of the school year. The survey results and input aid in any improvements for the next school year. In the spring, parents are invited to review the Parent and Family Compact and provide input on the Title One Plan.</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> <ul style="list-style-type: none"> -November EST Meeting Agenda -September EST Meeting Agenda -January GLM Agenda -October GLM Agenda -ELA Backwards Planning Document -Sorting Common Assessments/Attendance Document -22-23 Professional Learning Plan -Attendance Team Meeting February -Quarterly Attendance Incentives Photos -Quarter Attendance Certificates <p>The Continuous School Improvement Plan (SIP) is created as a guide to assist in the ongoing improvement efforts at Ponca Elementary. Each year school staff participate in collaborative sessions to develop and design our plan using School Improvement Science. An Elementary Support Team (EST) meets monthly to review School Improvement Goals, coach teachers and provide feedback. Professional development opportunities for staff are developed in accordance with the School Improvement Plan. Grade level meetings and staff meetings are planned for teachers to review data, adjust instruction and engage in professional development. Quarterly attendance incentives and certificates are given out to students who meet the district Strive for 95 goal.</p> |

2. Schoolwide reform strategies

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| 2.1 | <p><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> <ul style="list-style-type: none"> -Tutoring Permission Form -SAT Team Meeting Agenda -Quarterly Attendance Certificate -Quarter Two Attendance Strive for 95 List -Class Dojo as a Communication Tool -MTSS-A Triangle Data Dig |
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At Ponca Elementary, students that are under performing are identified by the classroom teacher. The classroom teacher meets with the Student Assistance Team (SAT), which consists of the building principal, school counselor, classroom teacher, and parents. At the first SAT meeting, the classroom teacher identifies target skills. The team brainstorms interventions to put in place over the duration of 3-4 weeks. Data is collected to monitor student progress and learning during the intervention. After the 3-4 weeks, the SAT team, including parents, meet back. If interventions are successful and progress is made, the teacher will continue interventions and progress monitor for an additional 3-4 weeks. If interventions are unsuccessful, the team brainstorms additional supports for the student and monitors for an additional 3-4 weeks.

During grade level meetings, classroom teachers and the building principal conduct MTSS-A (Multi-Tiered Support System for Academics) data digs. Teachers utilize a triangle divided into three sections to identify students that are responding to Tier one instruction (bottom section), students that need tier 2 interventions (middle of triangle) and students that need tier 3 interventions (top of triangle). This allows teachers to easily target at risk students and identify appropriate supports.

School tutoring is conducted at Ponca before or after school. Students are identified by their classroom teacher that are needing additional reading and math supports. Students are identified through the Omaha Public Schools Research Department for June and July Next Level Learning. Students attend Next Level Learning from 8:30 to 3:30 daily for additional reading and math support.

At Ponca Elementary, the building principal along with the attendance team monitor and track student attendance. Students that have reached their Strive for 95 quarterly goal are rewarded with a prize and certificate.

In the Omaha Public Schools, students at every grade are required to complete digital resources at their individual learning level in the area of Reading and Math. In grades 3-5, students complete Lexia to increase their reading level and reading comprehension. In grades K-2 students are required to complete Amira and iRead to improve phonics and early reading skills. In Math, all students are required to complete 15 minutes of SuccessMaker daily.

Class Dojo is utilized to increase student motivation and as a communication tool for parents and Ponca staff. Students are rewarded for positive behavior and when meeting building-wide expectations with Dojo points. Students work to collect points and eventually turn points into rewards. Parents have access to their child's Class Dojo account. Teachers can post work, pictures and message families through the Dojo platform. The building principal has access to all Class Dojo accounts and can message staff, parents and students. The principal posts photographs and school reminders in the School Story portion of Class Dojo to the entire school community.

3. High quality and ongoing professional development

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| 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> |
| <ul style="list-style-type: none"> -OPS February Curriculum Day Catalog -22-23 Ponca August Day 2 PD PPT -22-23 Ponca August Day 3 PD PPT -Staff Meeting February PPT, SAT Reminders -January GLM Agenda | |

-Sorting Math Common Assessments Graphic Organizer
 -New Teacher Monthly Topics

During the months of August, September and February Omaha Public Schools offers Curriculum Day for all OPS staff. Teachers attend a day of learning to review best practice instructional strategies and curriculum trainings to enhance their classroom instruction.

Every August, teachers return to school a week before the students. This allows for adequate professional development and classroom prep time. The building principal will plan meetings to review curriculum, MTSS-B procedures, school improvement plan, required trainings and team building. New teacher induction and professional learning also takes place in August as well as ongoing monthly throughout the school year.

At Ponca, the staff attend two grade level meetings and one staff meeting each month. During this time, teachers use MAP data to analyze student performance and student needs. Staff also backwards plan by reviewing reading and math summative assessments to ensure they are targeting crucial skills during their daily lessons.

Two Ponca staff members are a part of the ELA Grade Level Leaders and Math enVisionaries committees. The Grade Level Leaders committee meet monthly to review best practices for the HMH Into Reading Curriculum. District staff and HMH consultants will present on various resources to utilize during the reading block. EnVisionaries committees engage in SAVVAS enVisions Math professional development, the components of the Math block and resources to embedd into the core curriculum.

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> |
| <p>-22-23 Ponca School-Parent Compact -Monthly Ponca Publisher Smore Newsletter March Example -PTA Meeting Annual Title 1 Parent PPT. -Ponca PTA Meeting Attendance</p> <p>The School-Parent Compact was developed to ensure the shared responsibility between staff, students and parents is clearly defined. The Compact was established collaboratively between Ponca and the Omaha Public Schools Title One office. Ponca staff and parents had the opportunity to provide input during a monthly PTA meeting. The PTA meeting was held on Monday, March 6th, 2023 virtually through Zoom. The building principal presented on an overview of what it means to be a Title One school, a review of the Title One tenants and the school-parent compact.</p> <p>In addition to reviewing the plan and compact, the building principal also shared this information out to all families. Monthly Ponca Publisher Newsletter, school blackboard messenger and Class Dojo are all modes of communicating the plan and 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>-Title 1 Parent and Family Engagement Policy -PTA Meeting Annual Title 1 Parent PPT.</p> | |

The Title I Parent & Family Engagement Policy is developed at the District level by the Title I Office and family representatives from Title I buildings throughout the District. Ponca will send family representatives to the Title I meetings during the 2023-2024 school year. The Title I Parent & Family Engagement Policy will be shared annually in the Ponca Elementary Student-Family Handbook and linked in monthly newsletters.

4.3

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.

- Title 1 Parent and Family Engagement Policy or Procedure
- Title School-Parent Compact
- Annual Title 1 Parent Meeting PPT.
- PTA Meeting Attendance

The Title I Meeting, in preparation for the 2023-2024 school year, was held in conjunction with the PTA Meeting on March 6, 2023. Additional Parent Involvement/PTA Meetings will be scheduled as we continue to move forward with incorporating Title I for the upcoming school year. In addition to the preliminary meeting, information will be shared in the end of the year monthly Ponca Publisher Newsletters and 23-24 beginning of the year school communication.

5. Transition Plan

5.1

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).

- Kindergarten Round-Up PPT.
- Back to School Night Flyer
- Open House Flyer
- Back to School Opening Letter
- Back to School Night Bingo Card

Each year at Ponca we invite incoming kindergartners and their families for Kindergarten Round Up to register and tour the school. Meet the Teacher Night is also held each year in August to welcome all Ponca students and families. Families visit the school, meet their new teacher, visit Ponca staff and have the opportunity to visit community tables such as Ponca PTA, Book Giveaway, Boy Scouts/Girl Scouts, Kid's Club, etc. The school also sends out two Back to School Opening letters to all families. One letter is sent from the OPS district office and one from the school with additional school specific information. As students transition from fifth grade to middle school, there are multiple events in place to support students. The Omaha Public Schools offers middle school winter Open House dates at all middle schools. Additionally, there are transition to middle school lessons taught by the guidance counselor, OPS Welcome to Middle School Summer Camps, and middle school outreach days.

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).

- Welcome to Middle School Guidance Lessons
- Middle School Open Houses
- Ponca Career Day

-NLL Talking Points with Parents

As students transition from fifth grade to middle school, there are multiple events in place to support the transition. The Omaha Public Schools offers middle school winter Open House dates at all OPS middle schools. We also have transition to middle school lessons taught by the guidance counselor. OPS Welcome to Middle School Summer Camps take place in the summer months. Students are able to attend the welcome camp at their new middle school to get acclimated and more familiar with the school. Middle school guidance counselors also complete middle school outreach days where they visit Ponca and speak to the fifth grade students about the transition to middle school. Ponca also hosts a Career Day in the Spring. The school works with families and community organizations to provide all students opportunities to learn about a variety of career options.

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.*

- District Time Allotments
- NLL Daily Framework
- Tutoring Talking Points

During the 23-24 school year, students will be invited to participate in before/after school tutoring. Students are selected for tutoring based on assessment data, classroom formative assessments and teacher recommendations. Ponca also hosts multiple family events throughout the school year. The will school infuse literacy and mathematic content stations and information into one fall and one spring family event. Each year, Ponca hosts Harvest Hoopla in the Fall and a STEM showcase in the Spring. Throughout the school day, Ponca staff provide multiple opportunities for students to deepen understanding and learning using our one-to-one iPad devices. Students utilize iPads for differentiated literacy and math supports with Amira, iRead, Successmaker and Lexia. Each classroom also begins the day with Morning Meetings that include opportunities to support academic, social and emotional needs. Next Level Learning is also offered to students based on set guidelines and criteria.

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1 *Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)*