

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:	Adams Elementary
County District School Number:	28-0001-055
School Grade span:	K-5
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<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:	Mark Kelln
School Principal Email Address:	mark.kelln@ops.org
School Mailing Address:	3420 N. 78 th Street Omaha, NE 68134
School Phone Number:	(402) 572-9072
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Mr. Mark Evans
Superintendent Email Address:	mark.evans@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
<u>Marie Kovar</u> <u>Mark Kelln</u> <u>Heather Pash</u> <u>Caitlin Christy</u> 	<u>Parent</u> <u>Principal</u> <u>Curriculum Supervisor</u> <u>Teacher</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 297	Average Class Size: 22	Number of Certified Instruction Staff: 35.59
Race and Ethnicity Percentages		
White: 40 %	Hispanic: 16 %	Asian: 3 %
Black/African American: 34 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 3 %	Two or More Races: 5 %	
Other Demographics Percentages		
Poverty: 75 %	English Learner: 11 %	Mobility: 14 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	K-1 Assessment
NeSA	F&P Guided Reading Level
Acuity	Climate survey

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	Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.
NeSA data is used to determine which skills are in greatest need of improvement at each grade level (48-52). Trend data from NeSA also	

provides us feedback to determine if we are on the right track with professional development (see page 9 of Data Book). MAP data allows us to ensure that adequate growth is being made throughout the year at 2nd grade as well and areas of strength and need (see page 55-56 of Data Book). Acuity is used to gather this reading and math achievement throughout the year. (see classroom Matrix) K-1 assessment data is used to monitor success of key reading and math indicators (see pages 30-35 of Data Book. A portable databoard of guided reading levels is used throughout the year to monitor student progress and identify needs.

1.2 *Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.*

A climate survey is administered each year. Last year participation was low because it was the first year that it was only administered online. This year the survey will be administered online and in paper form at conferences. See page 42 and 43 of data book.

1.3 *Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.*

Each year we begin the process of writing our School Improvement Plan by analyzing our school data. This includes K-1 Assessment data, guided reading levels, MAP, Acuity, NeSA, and climate survey data. With the introduction of MTSS-B, referral data will play an increasing role. As we look at the data, particular attention is paid to where patterns and trends have emerged. We then utilize the Best Practices Handbook and Academic Action Plan to identify strategies to promote growth in these areas.

2. Schoolwide reform strategies

2.1 *Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.*

There are a variety strategies that are currently in use and that will be implemented next year to address the needs of our students. We are currently working with all stakeholders to introduce MTSS-B into our school. SAT meetings are held weekly to identify interventions to help struggling students. Student data books are used at grades 3-5 to help teachers and students monitor growth. Acuity diagnostic tests are used at grades 3-5 to offer additional data points in monitoring math and reading

success. Teammates mentoring program serves many of our at-risk students. The Best Instructional Practices Handbook is used regularly during coaching visits to highlight high-quality instructional strategies and identify areas where growth is needed. The Academic Action Plan is regularly used to provide clarity to our instructional framework.

3. Qualifications of instructional paraprofessionals

3.1 *Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.*

All paraprofessionals at Adams have received training with the Best Instructional Practices Handbook. Quarterly paraprofessional meetings are held to ensure that all staff members are prepared to support the School Improvement plan.

See letter from Human Resources.

Paraprofessional Meeting Agenda

Best Instructional Practices Handbook

4. High quality and ongoing professional development

4.1 *Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.*

Professional development begins with our School Improvement Plan. This year a main focus was on Learning Targets. This helped us ensure that a consistent and viable curriculum was available for all students. This professional development was provided in staff meetings, grade level meetings, and through coaching.

MTSS-B professional development is occurring through training provided to our MTSS-B leadership team and then at staff meetings.

5. Strategies to increase parental and family engagement

5.1 *Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

Parents will have opportunities at PTA meetings and principal coffees will have opportunities to contribute feedback concerning the compact.

5.2	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>
The Parent and Family Engagement Policy was developed with input from parents at a PTA meeting.	
5.3	<i>Please provide a narrative below explaining how, when and where 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>
Parents were informed at the March PTA meeting that we would be receiving Title I funds next year. Next year's annual Title I parent meeting will be at Open house in September of 2017. We will continue to hold academic family nights for primary and intermediate grades.	

6. Transition Plan

6.1	<i>Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
Kindergarten round up is held each year in January. Doing this time parents are given information by the principal about curriculum, instruction, and assessment. The nurse, counselor, and secretary all give valuable information as well (Prezi pdf in folder). Students spend time in the classrooms working on a literacy project with the kindergarten teachers and paras.	
6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
At spring conferences, select students are recommended to participate in the Elementary to Middle school summer transition program. Counselors from the middle schools come to Adams to meet with incoming students, answer their questions, and register them for classes. (See schedule) New student induction meeting are completed for with parents and the pricipal for all new students that join during the year. (See new student induction summary.	
6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>

Empty	
6.4	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
Empty	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining 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>Adams elementary provides tutoring for students in grades 3-5 twice a week for reading and math. (see registration)</p> <p>Summer School is available for identified students in grades k-4. (see application).</p>	

8. Coordination & integration of Federal, State and local services & programs

8.1	<i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Title 1 funds will be utilized to increase student contact time for para-professionals. A part-time Instructional Facilitator will be hired. Increase technology offerings will be purchased to support reading and math. Provide before and after school tutoring opportunities.</p>	
8.2	<i>Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>A variety of community resources to support our students and families. Boy and Girl Scouts meet in our school. Their programs are promoted and supported.</p> <p>Teammates mentors currently serve six students .</p> <p>Midwest Taekwondo provides in classroom demonstrations and supports in goal making for our students.</p> <p>Freddy's Steamburgers hosts an Adams Family night 4 times a year and provides a portion of proceeds to the school. (Picture)</p> <p>Students visit Skyline Retirement for numerous events throughout the year.</p> <p>Bank of the West and Junior Achievement provide economics based</p>	

lessons to students in all grades.

DIBS provides take-home books as well as a at-home reading monitoring for all students in grades K-2. (see graph)