

# 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:  | Florence Elementary  |
| County District School Number:  | 28-0001-099  |
| School Grade span:  | 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<br><input checked="" type="checkbox"/> Math<br><input type="checkbox"/> Other<br>(Specify) _____ |
| School Principal Name:  | Dan Hoeck  |
| School Principal Email Address:   | daniel.hoeck@ops.org   |
| School Mailing Address:   | 7902 N. 36th Street Omaha NE 68116   |
| School Phone Number:  | 531-299-1400   |
| Additional Authorized Contact Person (Optional):  | Jennifer McCaw   |
| Email of Additional Contact Person:   | jennifer.mccaw@ops.org   |
| Superintendent Name:  | Dr. 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |
|   |  |

| <u>Names of Planning Team</u>  | <u>Titles of those on Planning Team</u> |
|--|---|
| <i>(include staff, parents &amp; at least one student if Secondary School)</i> |   |
|  |   |
| Pam Montgomery   | <u>Parent</u>                           |
| Dan Hoeck  | <u>Administrator</u>                    |
| Kami Montgomery  | Student                                 |
| Amy Nissen   | Teacher                                 |
| Shannon Foster   | Teacher                                 |
| Jennifer McCaw   | Instructional Facilitator               |
| _____  | _____                                   |
| _____  | _____                                   |
| _____  | _____                                   |
| _____  | _____                                   |
| _____  | _____                                   |
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| <b>School Information</b>                      |                                     |  |
|--|-------------------------------------|--|
| <i>(As of the last Friday in September)</i>    |                                     |  |
| Enrollment: 236                                | Average Class Size: 24              | Number of Certified Instruction Staff: |
| Race and Ethnicity Percentages                 |                                     |  |
| White: 58.4 %                                  | Hispanic: 7.9 %                     | Asian: 1.5 %                           |
| Black/African American: 18.3 %                 | American Indian/Alaskan Native: 1 % |  |
| Native Hawaiian or Other Pacific Islander: 0 % |                                     | Two or More Races: 12.9 %              |
| Other Demographics Percentages                 |                                     |  |
| Poverty: 84 %                                  | English Learner: 5 %                | Mobility: %                            |

| <b>Assessments used in the Comprehensive Needs Assessment</b> |            |
|---|------------|
| <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>     |            |
| <b>NSCAS</b>  | <b>MAP</b> |
| <b>InView</b>   |            |
|   |            |
|   |            |

*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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| <b>1.1</b> | <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>Data collection, review and dissemination is an integral part of our decision making process. Our primary data tools are our NSCAS Reading, Math, and Science trend data for our students in third, fourth, and fifth grades and MAP (norm referenced) data for Reading and Math in all grade levels, as well as MAP Science data for students in grades 3 through 5. All students take the MAP assessment in the fall, winter, and spring. Results from the assessment are analyzed by teachers and administrative staff to help inform and guide instruction. Teachers are also trained on how to use the Nebraska MAP Growth Linking Study to predict student success on the NSCAS. This information is then utilized to facilitate small group instruction.</p> <p>All students are Benchmarked in the fall and spring to monitor reading levels and growth. The teachers also conduct formative assessments in the classroom to monitor student progress. These include running records, mid-chapter checkpoints, and exit-tickets. Summative assessments are also analyzed by teachers, which include chapter assessments and theme tests.</p> <p>Our attendance data and mobility are also taken into account as we construct and monitor our plan. Data evidence for all of these areas is available in this folder.</p> |
| <b>1.2</b> | <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>Each year we distribute anonymous surveys to parents, staff, and students. Parents receive the surveys via email, the student surveys are given by a non-partial staff member, and staff complete their surveys during a staff meeting. All the surveys are anonymous and confidential. No one in the building sees the data until our district office compiles the data and sends us the final survey results. Evidence submitted is our 2017-2018 results on page 9 of the Florence Data book. These results guided our school improvement committee when setting our specific goals for meeting the needs of our staff, students, and parents for the coming year..</p>  |
| <b>1.3</b> | <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>Our building leadership is trained through the District Research Department to compile and disseminate the data gleaned from our MAP and NSCAS results to help us make informed decisions with our on-going improvement efforts. Building leadership focuses on the data as a whole, by teacher, and by student. Classroom teachers are trained by leadership on how to compile and interpret their classroom data, as well as how to successfully deliver the necessary intervention strategies to teach the specific needs of our student population. Grade level meetings are held bi-monthly to review data and discuss student needs. Professional development is delivered during bi-monthly staff meetings. Monthly meetings are held with paraprofessionals to reinforce school wide expectations and deliver professional development.</p> <p>As evidence, we have included agendas, PowerPoints, and other evidence of professional development opportunities offered by our building and district to train all stake-holders (administration, leadership, and staff) in data keeping and interpretation.</p>   |

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## 2. Schoolwide reform strategies

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| <b>2.1</b>  | <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>Florence has developed our school improvement learning team in which teachers are trained to develop and deliver effective lessons based on the data and research strategies. This includes how to predict future scores on state assessments using the Nebraska Growth Linking Study, as well as MAP Growth resources. Provided are examples of the district Academic Action Plan Best Instructional Practices, the district Academic Action Plan Brochure, district Instructional Strategies, district Teaching Learning Document, and intervention materials used in our buildings that are not part of the adopted curriculum of our district.</p> <p>We also offer a wide variety of services in order to meet the needs of low-achieving students and those at risk. Florence offers after school tutoring through the Boys &amp; Girls Club, summer school, counseling, sports teams, and a Positive Action Center (PAC).</p> <p>Our formal intervention process is our Student Assistant Team, which meets when necessary to determine if a student needs formal or informal interventions and monitors those interventions throughout the year. The SAT Handbook has been provided as evidence, as well as the Florence SAT form.</p> |   |

## 3. Qualifications of instructional paraprofessionals

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| <b>3.1</b>  | <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>The Human resources division of the Omaha Public Schools manages the personnel process for all schools within the District. All paraprofessionals in the Omaha Public Schools Title 1 programs have met the requirements for Rule 10. Monthly meetings are held with all instructional paraprofessionals to review school wide expectations, procedures, and deliver professional development.</p> <p>Evidence includes meeting agendas and a copy of the webpage where professional development was accessed.</p> |  |

## 4. High quality and ongoing professional development

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| <b>4.1</b>  | <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>Our professional development plan is part of our school improvement plan. It is created at the beginning of the year but changed as deemed necessary through data review by our leadership team and staff. Professional development is also disseminated from the district offices, based on newly adopted curriculum and standards. All teachers are included in the professional development.</p> <p>Florence participates and implements the Take Flight Mentoring Program which is offered to new teachers in the District. New teachers at Florence are assigned a mentor to help assist them with modeling lessons, answering questions, classroom management ideas, and the list goes on. Mentors keep documentation of</p> |   |

when they meet and what was discussed. New teachers also meeting the building leadership quarterly to discuss and review procedures and/or concerns.

**5. Strategies to increase parental and family engagement**

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| <b>5.1</b>   | <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>Florence parents are very involved in the academic and social progress of their child(ren). Parents are also directly involved in our decision-making practices by volunteering at our building and at PTO meetings. The School-Parent Compact is jointly developed during our annual parent meeting held on October 8th. The compact is reviewed during PTO meetings. It is distripubed in our school handbook as well as in our school newsletter. Parents have oportunity to provide guidance of the school with the following included evidence: parent compact, PTO agendas, and sign-in sheet, parent/teacher conference memos, and flyers for family nights.</p> |   |
| <b>5.2</b>   | <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>The Florence Elementary involvement policy is distributed in our monthly newsletters. It is reviewed annually before the end of each year during PTO meetings in case changes are needed in printing for the new school year. Parents sign a form stating they have read, unerstand, and know how they can be involved at Florence Elementary during the annual parent meeting held on October 8th.</p>   |   |
| <b>5.3</b>   | <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> |
| <p>There are several times through out the year notifying parents of participation in Title I. The parent Title I meeting was October 8, 2018. Additional family engagement activities include our Family Reading Night, held November 8, 2018, and Family Wellness Night, held April 4, 2019.</p>   |   |

**6. Transition Plan**

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| <b>6.1</b>  | <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> |
| <p>Teachers collaborate and create class lists for the upcoming school year to best meet student's needs. Kindergarten Round-up is held each year, and incoming kindergartners spend time in the kindergarten classrooms getting to experience time as a Kindergartner while their family fills out forms and hears a presentation from staff members.</p> <p>Families new after the official start of school meet with the school principal and are given a tour of the building. Each family is given a school handbook, current newsletter and lunch menu, as well as an informational page upon enrollment.</p> |   |
| <b>6.2</b>  | <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>  |

Teachers collaborate and create class lists for the upcoming school year to best meet student's needs. Middle school visits are scheduled as well as orientation meetings. Our counselor works with our students to practice opening locks, reading a middle school schedule, and preparing for the differences in the middle school building. Our counselor also organizes a school-wide career day where individuals come in and talk about their career path.

Our evidence includes a sample class list, counselor lesson plans, middle school summer school flyer, future school configuration letter, and fifth grade honors night agenda.

## 7. Strategies to address areas of need

**7.1**

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.*

We offer a wide variety of services in order to meet the needs of low-achieving students and those at risk. Florence offers after-school tutoring through the Boys & Girls Club, summer school, counseling, sports teams, Positive Action Center (PAC) and summer school for 20 days in June.

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

**8.1**

*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.*

Our Title I funds are used to fund teacher and paraprofessional salaries. The teachers and paras that are funded, meet regularly with students to increase their achievement. These students are grouped based on their formative and summative assessment scores. Our funds are also used to pay for math and reading curriculum supplemental supplies used to increase student achievement.