Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education County District School Number in the table below.

Date of Review:	1/19/2026	
District Name:	Omaha Public Schools	
School Name:	Castelar Elementary	
County-District-**School** Number: xx-xxxx-xxx	28-0001-069	
Grades **Served** with Title I-A Funds: *(PK is rarely served)*	Pre-K-5th Grade	
Preschool program is supported with Title I funds. *(Mark appropriate box)*	☒ Yes ☐ No	
Summer school program is supported with Title I funds. *(Mark appropriate box)*	☒ Yes ☐ No	
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☒ Other (Specify)_Behavior, Attendance__	
School Principal Name:	Emma Dennell	
School Principal Email Address:	Emma.Dennell@ops.org	
School Mailing Address:	2316 S. 18th Street Omaha, NE 68108	
School Phone Number:	531-299-1160	
Additional Authorized Contact Person (Optional):	Rosa Beltran	
Email of Additional Contact Person:	Rosa.BeltranPabst@ops.org	
Superintendent Name:	Mr. Matthew Ray	
Superintendent Email Address:	matthew.ray@ops.org	

Names of Planning Team *(include staff, **parents** & at least **one student if Secondary School**)*	Titles of those on Planning Team
Emma Dennell	Parent
Rosa Beltran	Administrator
Kathy Taylor	Principal
Maritza Castro	Assistant Principal
Lacey Hanson	Instructional Facilitator
Karen Quintana	Dual Lead
Jackie Tvrdik	Teacher
Kimberly Mefford	Teacher
Rodolfo Mendez Franco	Teacher
Karina Rios	Teacher
Maria Robledo	Parent
Joana Espinoza Nuno	Parent
	Paraprofessional
	Paraprofessoinal

School Information

(As of the last Friday in September)

Enrollment: 570	Average Class Size: 23	Number of Certified Instruction Staff: 48
Race and Ethnicity Percentages		
White: 3.9 %	Hispanic: 93.2 %	Asian: 2 %
Black/African American: 1.3 %	American Indian/Alaskan Native: 2 %	
Native Hawaiian or Other Pacific Islander: 2 %	Two or More Races: 1.2 %	
Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 92 %	English Learner: 65 %	Mobility: 8.6 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
MAP	
NSCAS	
School Climate Surveys	
ELPA	

Confirm all Instructional Paras are Qualified according to ESSA.	☒ Yes ☐ No

The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

Please write a narrative in each box below to correspond to the Rating Rubric.

1. Comprehensive Needs Assessment

1.1	*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.*

Student achievement data is examined from multiple sources of achievement data. These include fall, winter and spring NWEA-MAP Assessments, NSCAS ELA and Math Assessments, and HMH Module Assessments. Student data is disaggregated by subgroups and used to make instructional decisions, including strategies for meeting the educational needs of all students.

Supporting documentation is located in the Castelar Data Book located in this folder (1.1)

- NSCAS Reading, Math, and Science Results
- Snapshot Report
- NWEA-MAP Results
- ELPA (English Language Proficiency Assessment

Our SIP (School Improvement Plan) is derived from staff input based on school data. Goals are determined in the areas of literacy, attendance, staff retention, and behavior. Castelar's Schoolwide Plan includes several components that address a variety of school improvement initiatives. The following information includes a breakdown of the goals. (See Castelar SIP)

1. Increase the percentage of students reading on grade level (by 7%)
2. Retain 80% of Castelar Staff
3. Continue to decrease the percentage of moderate and severe absences (by 5%)
4. Continue to decrease the number of office referrals (by 7%)

Our priority goal is to increase the percentage of students reading on grade level by 7% because currently approximately 70% of Castelar students are not reading on grade level. The strategies we will implement to help us achieve this goal are collaborative literacy planning during PLCs every 10 days, literacy content coaching, and a PD focus on EL strategies and curriculum implementation.

Student data is disaggregated by subgroups and used for making instructional decisions, which include strategies for meeting the educational needs of historically underserved populations. Based on the data analysis, measurable objectives were defined. The following are ways needs are addressed.

Grade Level Team Meetings (PLCs) – identification of student needs

*Instructional Strategies reviewed and discussed
*Student Data reviewed and discussed
*Support adjusted for individual or group needs
*Review of curriculum guides and district pacing
*Backwards planning for the HMH Module assessment
*Collaborative planning of a structured turn and talk and written response withing the HMH curriculum

(See PLC agendas, PLC Notebooks)

The Instructional Leadership Team meets bi-monthly to monitor academic growth, review professional development and determine next steps. Surveys are administered to help identify growth and future planning needs. (See ILT Presentation)

The MTSS-B (Multi-Tiered of Support Systems in Behavior) has a representative from each grade level, including specialists, school counselor and social worker. Our team meets monthly to establish clear building wide expectations to support and decrease behavior concerns in the building, as well as plan school wide quarterly celebrations. Every month the team looks at the Behavior Dashboard as well as our student processing sheets data to identify students who display patterns or behaviors that required additional support. Our MTSS- B Team collaborates with our Student Assistance Team (SAT) coordinator to identify students who need a behavior intervention plan.

Another area of focus is a district wide initiative to improve attendance at every school.
Our attendance team is made up of Principal, Assistant Principal, school counselor, social worker, attendance secretary, bilingual liaison, and school nurse. Our goal is to reduce the percentage of students with chronic and severe absenteeism; students missing 5% (about 9 days) or more of their school year by 2%. The Attendance Team meets weekly to analyze data from the Attendance Dashboard, daily attendance report, as well as teacher reports. The team identity's students who are at risk, conduct home visits, generate milestone letters to mail home, parent calls are made to offer support and provide resources for families. To improve attendance for all students, out team collaborates to plan school wide activities to promote attendance, spirit weeks, spirit months, monthly attendance trophies per grade level, hot chocolate parties, popcorn parties, as well as matching Success Mentors with Mentees. (See Strive for 95 Attendance Plan, OPS Attendance Handbook)

1.2	*Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.*

Throughout the year parents are asked to complete a survey to gather their input on how well the school is doing in the following areas: School Climate, School Safety, Equity/Respect for Diversity, Discipline, and Parent Involvement. This is a QR code that is always available. During spring conferences, we make extra efforts to encourage parents to complete this survey. This survey also gathers input from teachers and students.
Data from the Climate Survey and survey questions asked can be located in the attached Data Book. Results of this survey are also utilized to determine goals for the following school year. (See Castelar Data Book)

Family Nights are another great way to gather parent input. Surveys are given to parents to complete at the end of the Family Night to gather their input and future suggestion so support their learning needs at home. (See Family Night Flyers & Family Night Photos)

An annual meeting is held to review the School-Parent Compact and Family Engagement Policy to allow for parent input. At this meeting families are also given the opportunity to provide additional input on how to improve Castelar.

We hold quarterly principal coffees. This is an opportunity to collaborate with families about current needs and plan for next steps. (See Principal Coffee Presentation)

We also have a PTO. This organization meets regularly to discuss ways that parents can be involved at Castelar, problem solve any issues that arrise, plan for fundraisers, and plan school events. (See PTO Presentation)

1.3	*Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.*

Our SIP (School Improvement Plan) is derived from school data and ongoing input. Goals are determined across content areas as well as attendance and behavior. Castelar's Schoolwide Plan includes several components that address a variety of school improvement initiatives. The following information includes a breakdown of the goals and the ongoing efforts for continuous improvement. (See Castelar SIP Plan)

The first area in our SIP Plan is our priority goal: to increase the percentage of students reading on grade level by 7%. Currently, 70% of Castelar students are not reading on grade level. .

Grade level teams meet every 10 days to have a PLC with a literacy focus. During these meetings we review data, analyze student work, backwards plan for the module assessment, determine next steps, and plan for structured turn and talks and written responses. Kindergarten through third grade teachers participate in literacy content coaching with our Literacy Lead Teacher.

The second area of our SIP plan is to retain 80% of Castelar staff. We met this goal in the 2022-2023 school year and expect to meet it again in the 2023-2024 school year. Our Sunshine Committee's focus on staff morale supports this goal. Providing time for team collaboration and relationship building also support this goal.

The third area of our SIP plan is our goal of decreasing the percentage of moderate and severe absences by 5%. We met this goal in the 2022-2023 school year and expect to meet it again in the 2023-2024 school year. Our attendance team meets every 10 days to review attendance data and determine students to target. Success mentors meet with these students daily and provide incentives for good attendance.

The last area of our SIP plan is our goal of decreasing the percentage of office referrals by 7%. Our MTSS-B team meets monthly to review our behavior data, determine students to target, and plan behavior management professional development.

Data is also collected from classroom coaching visits and EST (Elementary Support Team) meetings throughout the year. The team collects data during coaching visits and calibrates afterwards to identify strengths and future professional development needs. (See EST Presentations)

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.*

Scientifically based research and multiple 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. An electronic copy of the Learning Framework is accessible to all staff members on the district Elementary SharePoint site. This document is a great resource tool that includes the latest research based best instructional practices that can be used with all students. (See Elementary Look For Document, See Castelar Look Fors)

Before or after school tutoring for grades Kindergarten-5th grade is provided throughout the year for identified students. The tutoring program is designed to enable teachers to have additional time to work with small groups of students in the areas of Reading and Math.

Teachers are also expected to provide differentiated instruction which includes small group instruction and interventions. Differentiated instruction is built into the time allotments for each grade level. Lesson plans document differentiated instruction.

Students are monitored and identified if they are having academic, language, or behavioral needs. These students that are not making progress begin the SAT process in which they are given a specific intervention and progress data is monitored. Teachers regularly meet with the SAT coordinator to consistently monitor progress for students in the SAT process.

Primary teachers meet with our Literacy Lead Teacher to participate in three week coaching cycles specific to their literacy needs in their classroom. (See coaching cycle spreadsheet)

Next Level Learning is offered at Castelar for students in grades kindergarten through 4th grade. Students are selected based on their MAP assessment data and speech or special education needs. . This includes students in special education or students performing below grade level. This program allows students to continue to work toward proficiency in the areas of Math and Reading. Each student had a Summer Personalized Learning Plan that documented strengths, interventions, and pre/post assessment. (See Next Level Summer Flyer)

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.*

Ongoing professional development focuses on proven effective strategies that contribute to student achievement. All instructional staff (certified and classified) are provided ongoing professional development throughout the year to increase student achievement. This PD plan is a balance of district determined PD as well as building specific PD based on building needs. (See Curriculum Day and OPS Paraprofessional Curriculum Day)

The professional development plan and calendar is created by the leadership team and Instructional Leadership Team based on the most current and relevant data. The team collects input from the instructional staff to determine building professional development needs aligned to the School Improvement Plan. The plan is reviewed on a regular basis. (See SIP Plan and PD Plan)

Grade level meetings are held twice a month, and are facilitated as PLCs. The focus of these meetings is to collaborate based on a literacy focus area. Grade level teams spend their time backwards planning for the module assessment, analyzing student work samples, analyzing module assessment data, planning next steps, planning structured turn and talks, and planning written responses. (See PLC Notebook Notes)

Three times a year we hold a data dig session at a staff meeting in which we review MAP scores, discuss trends, areas of growth, areas to target, and plan for next steps. We also include a guided data review for the ELPA assessment. (See Staff Meeting Presentation)

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.*

During Back to School Night every classroom teacher shares the Castelar compact as part of their presentation. This allows the parents to know and understand how the school, the family and the child work together to create a successful learning environment. Teachers also use this time to share academic, behavior and other classroom expectations. Parents are given the opportunity to visit the classroom, see what students are learning and ask questions. (See Back to School Night Plans)

Parents and community members at Castelar have opportunities to contribute to the development, implementation and evaluation of the school-parent compact. All family meetings, events and communication are facilitated in English and Spanish to provide all the information in the languages spoken at Castelar. (See Castelar Compact)

An annual meeting is held in English and Spanish to review the School-Parent Compact and to allow for parent input.

The compact is also included in the Castelar Handbook in English and Spanish on the Castelar website. The student handbook is distributed electronically to all families at the beginning of the year and they must sign off that they have reviewed and received the information. (See Castelar Compact and Castelar Handbook)

Communication to families and community is a key element in achieving parental involvement at Castelar. Communication is done in many different forms that include:

- Monthly school newsletters (See Newsletters)
- Marquee reminders
- . Castelar Family Nights (See Family Night Flyer)
- Social Media (Twitter & Facebook)
- Blackboard Automated Calls and Texts
- School website
- Annual parent meeting to review the School-Parent Compact)

4.2	*Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.*

Parents and community members have opportunities to contribute to the development, implementation, and evaluation of the Title 1 Parent and Family Engagement policy. All family meetings and events are facilitated in English and Spanish to provide all the information in the languages spoken at Castelar Elementary (See Title 1 Family Engagement Policy)

An annual meeting is held in English and Spanish to review the Title 1 Parent and Family Engagement Policy and to allow for family discussion and input. Families are given the opportunity to express areas of strength and needs. Input is also provided on ways to improve as a school.

The Title 1 Family Engagement Policy is also included in the Castelar Handbook in English and Spanish on page 9. The student handbook is distributed electronically to all families at the beginning of the year and they must sign off that they have reviewed and received the information. All handbooks are also available on the school website. (See Title 1 Family Engagement Policy and Castelar Handbook)

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.*

A Principal Coffee Meeting was held on March 28th 2024 to inform parents about the important role Title 1 has for Castelar. All family meetings and events are facilitated in English and Spanish to provide all the information in the languages spoken at Castelar. At this meeting the following topics about Title 1 was shared with parents. Parents are always encouraged to provide input. (See Principal Coffee Presentation)

1.What is Title 1?
2.How Title 1 support our school improvement goal?
3. What is our Title 1 plan?
4. Title 1 Plan Self-Reivew
5. How can families help?

The building level parent policy and compact, which meets Title 1 requirements are reviewed and updated annually at the annual parent meeting. The purpose of this meeting is to review the current school compact and parent involvement policy. Parent input is collected to make the necessary additions and adjustments for the following school year. Parent input is also gathered on ways to improve Castelar.

Additionally, students and parents are encouraged to remain in good communication with their teachers to ensure they understand their performance at all times. Teachers review the Title 1 School Compact and Parent Policy that is located in Castelar's Handbook. Handbooks are provided online to every student in the building at the beginning of the year Parents sign off that they received and acknowledge the information included in the school handbook. Teachers review the School Compact and parent involvement during Back to School

Night or fall conferences. Parents are made aware of the important role all stakeholders (student, school and parent) have to support student success.
(See Back to School Night Presentation, Castelar Compact, Castelar Parent Involvement Policy, Castelar handbook)

Castelar provides Family Nights as a way to share ideas and activities parent can do at home to support their child's learning. Sessions are aligned with Castelar's School Improvement Plan providing ideas to support literacy, math, science, and social studies. Families reflect at the end of the family night. Each family is given the opportunity to provide input about the event and add any additional ideas they would like to include in future events. (See Family Night Flyers)

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).*

At Castelar Elementary there is only one early childhood classroom and it is assigned next to kindergarten classrooms. This allows students and families to become familiar and interact with kindergarten staff on a regular basis. In addition, it allows teachers and paraprofessionals in early childhood and kindergarten to frequently collaborate in all areas, specifically looking at incoming students from early childhood to kindergarten and their individualized needs to prepare for the next school year. (See Staff rooms)

The kindergarten transition plan includes a two-day event. The first event is in January and is for parents to register their incoming kindergartner. We hold another event in August with classroom visit. In January parents have the opportunity to visit the school and get help completing the online registration for their incoming kindergartener. (See Kindergarten Registration)

Parents are invited back in August where they learn about several topics, health requirements, counseling program, Dual Language program, and Family Room Opportunities. While parents are in session, the kindergarten candidates join a kindergarten classroom and learn first-hand what it is like to be in kindergarten. Parents are reminded to contact the school with any questions. (See Kindergarten Round Up Presentation)

All Omaha Public Schools provides a Meet the Teacher Night prior to the first day of school in August.
This allows parent, students, and staff to meet each other. It helps the students become familiar with their teacher. It is a good introduction to the teacher (See Fall Opening Letter)

Orientating new students to Castelar involve the following activities:

- All new students and families meet with office to complete the necessary paperwork. Students start the next day, allowing the teacher to have all the materials, nametags, locker, and seating arrangement complete.
- Once the family completes their paperwork, an office staff member shows the student their new classroom and introduces them to their teacher.
- Families can access school information through the Castelar website at www.castelar.ops.org

Pre-kindergarten registration is in March. The pre-kindergarten teacher meets all incoming students. Students are screened on this day for PreK. Parents have the opportunity to visit the school and complete the necessary paperwork for their incoming student. (See Early Childhood Eligibility)

Students that are Newcomers in grades 1-5 receive targeted support from one of our two EL teachers.

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).*

Norris Middle School is Castelar's feeder school. Many opportunities are provided for 5th grade students to become familiar with the new school. Articluation Day, April 15th, 2024 provides a chance for our 5th grade teachers to go to Norris for planning and collaboration. (See Middle School Open House)

Castelar coordinates in January 2022 with surrounding middle schools to provide students and families the opportunity to attend Open House at various middle school to assist with the selection process. An invitation is emailed to all middle school families. (See Middle School Open House Invite)

Our fifth grade counselor discusses middle school transition during guidance classes in April and May. The district has lesson plans prepared for this topic. Extra sessions are planned in regards to practicing opening combination locks. (See Middle School Lessons)

Our guidance counselor will communicate with other counselors at middle schools to set up visits for students who need additional opportunities to process the transition, specifically students with IEP's or 504 plans. OPS will provide an Articulation Day on April 15,2024 to allow teacher and other certified staff to work together and discuss student transitions for the upcoming school year. Fifth grade teachers will have the opportunity to visit a middle school to collaborate with middle school teachers (See Articulation Day Plans)

Castelar students will be able to attend "Next Level Learning" Summer School which is an opportunity for students to get familiar with middle school expectations while providing orientation and remedial needs (See NLL flyer)

The Dual Language/ESL Lead teacher assists dual language students and parents with dual language school selection process. She makes phone contacts with parents not completing the process. She also answers any parent questions about transition to middle school.

All incoming middle school students are invited to participate in Next Level Learning Jump Start, in which they can participate in a few days of summer school at their new middle school.

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.*

Castelar Elementary students have numerous opportunities to participate in extended learning. Some of the anticipated opportunities include:

Traditional school day schedules are designed to include time for specific intervention of identified students. (See Time Allotments)

Summer Next Level Learning is offered to Castelar students in grades kindergarten through 5th grade. Priority is given to students that need remedial support. This includes students in special education or students performing below grade level. This program allows students to continue to work toward proficiency in the areas of Math and Reading. Each student has a Summer Personalized Learning Plan that documents strengths, interventions, and pre/post assessment. (See NLL Flyer, NLL Master Schedule and Summer PLP Example)

Castelar works in collaboration with the Zoo After School Program (ZAP). Staff from Castelar and the after-school program work collaboratively to support classroom learning goals so there is consistency throughout each student's day even after the typical school day has ended. Supports will include help with homework, tutoring and enrichment opportunities. (ZAP Schedule and ZAP Newsletter)

ZAP also supports Castelar's summer program by providing staff to support classroom needs. This allows for additional support for students.

Castelar also has a Kids Club Morning program that will offer homework support and tutoring.

Tutoring and mentoring with a focus on academics and building relationships beyond the assigned classroom teacher. Tutoring and mentoring will be offered allowing more students to participate. (See Tutoring PD and School Based Tutoring)

Instructional paraprofessional staff provide a variety of academic and behavioral supports throughout the school day. They work with small groups of students to build their skill set on what is being taught. (See Kindergarten Paraprofessional schedule)

Castelar Elementary partners with numerous community supports to include mentoring, and outside of school experiences. Some of these supports include: TeamMates, UNO and UNL practicum students, Omaha Zoo, Lauritzen Gardens, Durham Museum, the Children's Museum and others. (See Children's Museum Program Brochure and Free Lauritzen Gardens)

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

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). *(If you choose not to consolidate, N/A is acceptable.)*
N/A	