

Title I Schoolwide Plan

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

Date of Review:	January 26, 2026
District Name:	Omaha Public Schools
School Name:	Florence Elementary
County-District-School Number: XX-XXXX-XXX	28-001-099
Grades Served with Title I-A Funds: (PK is rarely served)	K-5
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. (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 type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify)_Attendance ___
School Principal Name:	Mandy Cordoba
School Principal Email Address:	amanda.cordoba@ops.org
School Mailing Address:	7902 N. 36th St. Omaha, NE 68112
School Phone Number:	531-299-1400
Additional Authorized Contact Person (Optional):	Amy Nissen
Email of Additional Contact Person:	amy.nissen@ops.org
Superintendent Name:	Mr. Matthew Ray
Superintendent Email Address:	matthew.ray@ops.org

<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>
Amy Adams Jodi Lenser Amy Nissen Heidi Schneider Shannon Foster _____ _____ _____ _____ _____ _____	<u>Parent Administrator</u> IF Intermediate Teacher Primary Teacher _____ _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment:	Average Class Size: 22	Number of Certified Instruction Staff: 17
Race and Ethnicity Percentages		
White: 44.3 %	Hispanic: 11.7 %	Asian: 5.7 %
Black/African American: 28.3 %	American Indian/Alaskan Native: 0.9 %	
Native Hawaiian or Other Pacific Islander: 0.1 %		Two or More Races: 9.1 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 85.7 %	English Learner: 9.1 %	Mobility: 11 %

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

Confirm all Instructional Paras are Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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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	<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>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. This information is then utilized to facilitate small group instruction. All students have access to online reading programs (Amira, iRead, Lexi, Exact Path) these programs benchmark students at their individual reading levels. Additionally, students have access to online programs that focus on math instruction (Zearn, MAP Accelerator, Exact Path). All online programs provide progress reports to teachers, who utilize the data to help plan instruction, provide reteaching opportunities, and guide small group instruction. The teachers also conduct formative assessments in the classroom to monitor student progress. These include mid-chapter checkpoints and exit-tickets. Summative assessments are also analyzed by teachers, which include chapter assessments and theme tests. Evidence Includes: NSCAS & MAP results found in the School Data Book (see pages 17-39). Additional evidence includes: Amira snapshot, Lexia snapshot, Exact Path report, Zearn snapshot, MAP Accelerator snapshot, Math MidChapter Check, and an example Reading Module Assessment.</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.</i></p>
<p>Each year we distribute anonymous Climate Surveys to parents, staff, and students. Parents and staff members receive the surveys via email and student surveys are conducted by a non-partial staff member. 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 2020-2021 results found on pages 5 & 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. In addition, survey results play an integral part in helping our MTSB committee create behavioral interventions. A second parent input opportunity was provided during a PTO meeting when families were asked to give feedback/input regarding our School Parent Compact. The compact outlines the roles that families, students, and staff play in the education process. Attached is a copy of the agenda from the meeting in which this information was reviewed. Evidence includes: School Data Book and PTO meeting agenda.</p>	
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</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. MAP data is used to help create classroom goals as well as individual student growth goals. Grade level meetings are held bi-monthly to review data and discuss student needs. Professional development is delivered during monthly staff meetings. Evidence includes: School Improvement Plan, team meeting agenda, staff meeting agenda, MAP student goal setting PowerPoint, classroom MAP goal chart, and individual student MAP growth goal chart.</p>	

2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.</i>
<p>Florence provides additional assistance to students at risk of not meeting the challenging state academic standards by assuring staff are trained to deliver effective lessons based on data and research strategies. Provided are examples of the district Academic Action Plan Best Instructional Practices Handbook, district Instructional Strategies, and intervention materials used in our building that are not part of the adopted curriculum. We also offer a wide variety of services in order to meet the needs of low-achieving students and those at risk. Florence offers district sponsored after school tutoring, after school tutoring provided through the Boys & Girls Club, summer school, counseling services, school sponsored sports teams (basketball, football, volleyball), and a Positive Action Center (PAC). Our formal intervention process is our Student Assistant Team (SAT), which meets when necessary to determine if a student needs formal or informal interventions and monitors those interventions throughout the year. Provided are examples of the district Academic Action Plan Best Instructional Practices Handbook, district Instructional Strategies, gradual release of instruction model, and intervention materials used in our building that are not part of the adopted curriculum. The Florence SAT form has been provided as evidence, as well as the Florence SAT log. Additional evidence includes: Boys & Girls Club flyer, tutoring form, summer school form, intervention schedule example, basketball team schedule, counseling schedule, and remote learning transition plan.</p>	

3. High quality and ongoing professional development

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.</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 professional development. As a building we strive to provide ongoing professional development and other activities to improve teacher effectiveness - paying close attention to those subgroups of students at risk of failing to meet challenging state academic standards. Teachers participate in professional development throughout the year that trains them on how to best utilize the data provided from programs such as Amira and Zearn. These programs help to identify students that are at risk of failing and provide insight on areas of need/concern. During the training staff analyzing data, discuss patterns regarding areas of need, and develop next steps on how to provide instruction that implements best practices. Regarding new teachers, Florence participates and executes 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 strategies, and the list goes on. Mentors keep documentation of when they meet and what was discussed. Evidence includes: School Improve</p>	

4. Strategies to increase parent and family engagement

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.</i>
<p>Florence parents are actively involved in the academic and social progress of their child(ren). Parents are 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 each fall – this year, due to</p>	

<p>COVID, the meeting was held on January 24, 2022. The compact is reviewed during PTO meetings and is distributed in the Fall in our school handbook as well as in our school newsletter. The evidence provided includes a copy of the School-Parent Compact as well as a copy of our school handbook (see page 5).</p>	
4.2	<p><i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.</i></p>
<p>The Florence Elementary Title I Parent and Family Engagement Policy is distributed each Fall in the monthly newsletter and in the student handbook. The Title I Parent and Family Engagement Policy is jointly developed during our annual parent meeting held each fall – this year, due to COVID, the meeting was held on January 24, 2022. The evidence provided is a copy of the Title I Parent and Family Engagement Policy found in our school handbook (see page 4).</p>	
4.3	<p><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.</i></p>
<p>As a building we provide several opportunities throughout the year that encourage families to participate in Title I family engagement activities. Due to COVID , the parent Title I meeting was held on January 24, 2022 6 Due to NDE by Friday, April 1st Updated: September 2021 this year. Additional family engagement activities include our Family Math Night, held September 30, 2021, and Family Science Night, held April 21, 2022. Our evidence includes PTO agenda, PTO sign-in sheet, and Title I Math and Science Night flyers.</p>	

5. Transition Plan

5.1	<p><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>
<p>Teachers collaborate and create class lists for the upcoming school year to best meet student's needs. In August, families are invited to Back to School Night – this night provides an opportunity to meet classroom teachers and building staff and helps with a smooth transition into the school year. In January or each year, Kindergarten Round-up is held. Incoming kindergartners are given the opportunity to spend time in a kindergarten classroom – experiencing life as a Kindergartner. During this time families fill out forms and hear a presentation from staff members. Families joining our building after the official start of school year 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. Evidence provided includes: Kindergarten Round-up agenda and registration form, and back to school night flyer.</p>	
5.2	<p><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>
<p>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 a middle school building. During the month of January, OPS holds middle school open houses – offering students and families a chance to visit their future middle school. In May a Fifth Grade Farewell celebration is held. Families are invited to a ceremony were outgoing fifth graders and their accomplishments are celebrated. During the summer, students are able to participate in a middle school welcome camp, helping to familiarize them with their new middle school building. Our evidence includes: counselor lesson plans, middle school open house dates/information, and Fifth Grade Farewell invitation.</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>
<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 district sponsored after school tutoring, after school tutoring provided through the Boys & Girls 7 Due to NDE by Friday, April 1st Updated: September 2021 Club, summer school, counseling services, school sponsored sports teams (basketball, football, volleyball), student council, and a Positive Action Center (PAC). Our Title I funds are used to fund an Instructional Facilitator and paraprofessional salaries. Those 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 supplemental math and reading supplies used to increase student achievement. Evidence includes: summer school application, tutoring application, basketball team guidelines, student council meeting dates, and Boys & Girls Club calendar.</p>	

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). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
N/A	