

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:		Rose Hill Elementary	
County District School Number:		085	
School Grade span:		K-5	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>			☐ Yes ☒ No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>			☒ Yes ☐ No
Indicate subject area(s) of focus in this Schoolwide Plan.		☒ Reading/Language Arts ☒ Math ☒ Other (Specify) __Science, Attendance__	
School Principal Name:		Abigail Fehr	
School Principal Email Address:		abigail.fehr@ops.org	
School Mailing Address:		5605 Corby Street Omaha, NE 68104	
School Phone Number:		531-299-2000	
Additional Authorized Contact Person (Optional):		Heidi Bartels	
Email of Additional Contact Person:		heidi.bartels@ops.org	
Superintendent Name:		Mr. Matt Ray	
Superintendent Email Address:		matthew.ray@ops.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			☒ Yes ☐ No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.			☒ Yes ☐ No

<u>Names of Planning Team</u> (include staff, <i>parents</i> & at least <i>one student</i> if <i>Secondary School</i>)	<u>Titles of those on Planning Team</u>
Kari Fisher	<u>Parent</u>
Abigail Fehr	<u>Administrator</u>
Kimberly Sitzmann	Parent/EL Teacher
Christine Koltas	Administrator
	Reading Intervention Teacher
	2nd Grade Teacher

School Information		
(As of the last Friday in September)		
Enrollment: 277	Average Class Size: 22	Number of Certified Instruction Staff: 28
Race and Ethnicity Percentages		
White: 31 %	Hispanic: 10.2 %	Asian: 24.1 %
Black/African American: 18.4 %	American Indian/Alaskan Native: .8 %	
Native Hawaiian or Other Pacific Islander: .4 %		Two or More Races: 15.9 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 79.3 %	English Learner: 27.5 %	Mobility: 8.1 %

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

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	<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>
Summative data was collected by the district at the end of the school year, then analyzed by our leadership team and classroom teachers. The collected data was compiled into a data book by the district. This data book was used to disaggregate data in order to determine a focus for the following year. We used data from Benchmarking, Fall MAP scores, Amira, and consistent coaching visits to help determine our focus and help create our School Improvement Plan. In conjunction with test data, we also look at the OPS Snapshot Report, which includes enrollment trends, mobility trends, attendance, and free/reduced lunch reports. Our continued focus is on Reading, Writing and Math. Using the disaggregated data from the previous year, along with consistent coaching of teachers, we were able to see our strengths in addition to our needs in grades K-5, including BSP . From our needs assessment, we identified specific high yield strategies from OPS's Best Instructional Handbook (BIHB) that will be used school-wide to increase student achievement for all students. As data is analyzed, strategies are identified for the School Improvement Plan and professional development dates are calendared. This is to ensure strategies are clear for teachers and they are able to execute them in the classrooms. As current data becomes available, such as MAP results, benchmark data, and Amira results, we use it to plan long-range goals and plans for both students and teachers. During grade level meetings, teachers use data to determine the needs of individual students and then differentiate instruction accordingly. The Academic Data Representative (ADR) attends monthly district meetings online to receive training on the different reports available to staff. The Instructional Facilitator attends monthly district meetings online to receive additional training on high yield strategies that are found in the BIHB along with new technology supports. The information is then brought back to the staff during grade level meetings and staff meetings to identify what supports or extensions are needed for individual students. Documentation included in folder: School Improvement Plan, Grade Level Meeting Agendas, Professional Development Agendas, ADR Agendas, EILN Agendas, MAP data, Personal Plan of Action, EILN Agenda, Data Boards	
1.2	<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>
Due to the national health emergency (i.e., COVID-19) the spring school calendar was impacted. This affected the collection of the Climate Survey responses; therefore, the 2019-2020 Climate Survey results are not displayed in the school Data Books.	

Parents and teachers communicate daily- face to face, email, text messages, DOJO, behavior modification charts.	
1.3	<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> Our School Improvement Plan includes a focused, clearly defined plan that takes into account the complexity of teaching and learning relationships, which includes the shift to teaching remotely; a school culture that encourages ongoing professional development, and; alignment of purpose and actions among all staff members. We have narrowed our focus through teacher input and classroom observations to determine our area of growth that would make the most impact on student achievement. All professional development, coaching and discussions are centered around these areas. Because of our streamlined approach, teachers are more focused and determined to make growth and needed changes where necessary. In addition to our SIP process, Rose Hill continuously works to identify and meet the needs of all students. We hold grade level meetings virtually once every 10 days to communicate with teachers, to disaggregate data and to provide focused professional development. During these meetings, data is disaggregated to determine specific individual needs of students. Formative assessments, such as checks for understanding, student work, and common assessments are also used to make instructional decisions. Currently, teachers use the pacing guide provided by the district, table of specifications and standards to plan for their classroom. Additionally, this information provides a guide as to what professional development is needed for teachers and/or paraprofessionals. Teachers are also encouraged to sign up for the Student Assistance Team (SAT) meetings as soon as a need is detected for individual students. During these meetings we discuss what is happening in the classroom, what support the teacher needs and what other supports we can provide. Documentation included in the folder: Table of Specifications for ELA & Math, SIP, Data used to inform instruction

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. Provide supporting documentation in the corresponding folder.</i> Students at Rose Hill have various opportunities to extend or have extra practice with the state academic standards. Teachers analyze data in determining at-risk students to and identify strengths and areas of growth needed to make instructional decisions. Students are continually placed into services or activities that will assist them in moving toward proficiency or higher. The following services and/or activities are in place to assist students in reaching their goals: after school tutoring, summer school, LLI intervention for selected students, 1:1 tutoring with paraprofessionals throughout the day. Various other resources are available to help meet all students' needs. Students are referred to Connections Therapist, Silent Mentors, PAC facilitator, and the Guidance Counselor as needed. The school has a strong MTSSB foundation. (Multi-tiered Systems of Support-Behavior.) Rose Hill is known to do home visits too. This builds relationships which increases social, emotional, and academic growth. Additionally, we have 1 Resource Teacher and one Speech/Language teacher who work with students according to IEP goals. High quality professional development is provided through our teachers, Instructional Facilitator, district leaders, outside professionals and/or the Principal. Documentation included in this folder: BIPB, tutoring form, silent mentoring information, NSCAS calendar, LLI
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tutoring form, SAT form , DIBS, Silent Mentor, RIA,

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. Provide supporting documentation in the corresponding folder.

Professional development is an ongoing and welcomed event at Rose Hill. Our teachers and support staff are always eager to learn. In 2017-18 we created a 5-year School Improvement Plan (SIP) that incorporates professional development. Years prior, our focus was on student engagement. This year, our focus has been on checks for understanding and incorporating technology using district provided iPads. Teachers determined through the SIP process that students are overtly engaged and are mastering content because of this. Our next step is increased focus on checks for understanding continuously while teaching. This necessary professional development will expand teacher's instructional knowledge (this year, the focus has been on checks for understanding and incorporating technology using iPads.) When students and teachers are clear of the learning target with ample checks for understanding, they are more apt to master the concepts presented to them. Teachers are constantly using data to identify student needs and strengths. When doing this, the instructional facilitator and principal take notes to determine what professional development is needed to best assist the teachers/paras/ and students. Weekly coaching visits also provide an opportunity to identify teacher strengths and areas for growth. Professional development is provided by a variety of educators and outside consultants. Along with the SATs, Grade Level Meetings, and PD days, we also meet two Mondays a month for staff meetings held online. Most often, staff meetings consist of professional development. Whether it is coming from the district, a current teacher attending graduate classes or the leadership team, it is our goal to continually provide best practices which teachers can use right away to increase student achievement. Once professional development has taken place, teachers are coached by the leadership team. We know that when teachers are supported in their efforts of trying a new strategy, there is a high level of return. Along with coaching, teachers can also have others come in and model the strategy for them in their classroom, then coaching will occur, followed by a brief discussion. The focus of this method is to make sure the teacher and students feel success in their classroom. Peer observations are also encouraged. Teachers visit each other's classrooms to gain instructional knowledge from each other.

Documenation in folder: Coaching Schedule, PD, Staff Meeting Agenda, SIP

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. Provide supporting documentation in the corresponding folder.

Since we were not Title I last year, we did not have a parent compact. The parent compact we developed uses ideas from a prior Title I compact along with the input of parents. Each year, it is our goal to elicit feedback from parents and students in order to review and revise the compact as needed. We will revisit the compact at various parent meetings to ensure that all parties are fulfilling their responsibilities. At our opening parent meeting, we will discuss the compact, share data and the school improvement plan as well as the Title I process and what it means for our school.

Our PTO, small but mighty, is very involved in planning and organizing parent and family activities. The PTO sends newsletters home monthly to discuss upcoming events and to coordinate efforts to make them successful. In the past, these included: Literacy Nights, Math and Game Nights, Art Festivals, Wellness Events

and Career Day.	
Documentation included in the folder: School-Parent Compact, Back to School Night flyer, Opening letter	
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>
As a new Title I school, we will continue having staff and parents meet monthly at our virtual PTO evening meetings. In addition, we will begin the annual parent meetings during the school year. We will also start Coffee and Conversation Morning Meetings either monthly or bi-monthly. During these meetings parents will be provided data results, information about curriculum, technology, assessments, attendance policy, and parents will be given the opportunity to provide feedback on what next steps they would like to see happen in the school. During these meetings, parents will also have the opportunity to hear from our counselor and community partners, such as City Lights Church. All families are invited to attend, therefore, interpreters will be provided as needed. Families will be included in the annual review of the school-parent compact and will be provided the opportunity to suggest revisions and/or additions. Documentation included in folder: Newsletters, Family Engagement	
4.3	<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>
We plan on having continued virtual meetings throughout the school year. PTO meets the second Tuesday of each month. Our student assistant team (SAT) meetings are officially held before and after school, however we accommodate parents as much as possible. Report card conferences are held Wednesday and Thursday nights virtually of district conference week. Teachers understand the importance of ongoing parent communication via TEAMS, email, texting, phone calls or DOJO. Teachers are asked to keep documentation when communicating with parents through Infinite Campus so there is an ongoing record of communication. Written communication is provided to all families and the community through monthly newsletters and local communications. This year, school-wide text messaging was also available. Documentation included in folder: PTO Agenda, Calendar of conference week	

5. Transition Plan

5.1	<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>
Rose Hill has multiple activities and services for student and parents that will be transitioning into the elementary school program. In the past, all families are invited to Kindergarten Round Up in January. During Kindergarten round up, families are able to briefly meet the Kindergarten teachers and then learn from several school staff such as the nurse, principal, student support liaison, instructional facilitator and counselor. During this time, upcoming students are assigned a Kindergarten buddy in the classroom to work on a fun activity. We also host a back to school night in August. Students are able to come and meet their teacher as well as	

tour the school. Documentation included in the folder: Back to School Night Flyer, KDG Round-up Agenda , Newsletter	
5.2	<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> Intentional guidance lessons are planned to help student's transition from elementary to middle school. Middle school counselors visit the current fifth grade students to share information and answer questions about scheduling, activities/clubs, sports, academic expectations, etc. The student also meet with middle school counselors to register for classes for the upcoming year. In addition, the school counselor plans guidance lessons that focus on helping the students understand their personality and learning styles and how this can help them be successful in middle school. The students also participate in "how to" lessons covering these topics: how to open a lock, how to transition from class to class, how to get and stay organized, how to make new friends, and how to use an agenda to stay on top of homework expectations. Lastly, 5th grade students are invited to attend summer school at local middle schools. This summer program allows them to learn the building and the expectations. Documentation included in folder: Middle School Readiness Information, Transition lessons

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> Rose Hill Elementary has several instructional activities in place, which will enhance the amount of learning quality for students. First Rose Hill offers a tutoring program virtually 2x/week for about 26 students. This tutoring program focuses on specific students needs according to data. Another great program which has been used in years past is the DIBS (Delivering Infinite Book Shelves) program. DIBS is a take-home reading program which allows students in grades K-3, along with ELL's, to check out and check in books every day to take home and read. The program tracks the number of books each student is reading. It also quizzes students on various books to ensure they are reading them. Students at Rose Hill also have the opportunity to learn from various community establishments, such as the Rose Theater. Rose Hill staff are continually working to enhance their education. Here at Rose Hill, teachers are completing their masters and doctorates. Teachers attend online trainings offered by the tech department and our new reading series, HMM. All teachers at Rose Hill participate in staff and grade level meetings. Furthermore, Rose Hill teachers are coached a minimum of 1x/week and are given feedback on their instruction which includes ways they can improve or expand their teaching. Documentation in the folder includes: Rose Theater Calendar, Coaching Schedule, Tech Training Schedule, HMM training schedule, Informal Checks for Understanding Document
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