

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:		Washington Elementary
County District School Number:		28-0001-189
Building Grade Span Served with Title I-A Funds:		PK-6th
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) <u>MTSS-B, Dropout Prevention, Science, College to Career</u>
School Principal Name:		Alicia Gillespie
School Principal Email Address:		alicia.gillespie@ops.org
School Mailing Address:		5519 Mayberry St. Omaha, NE 68106
School Phone Number:		531-299-2220
Additional Authorized Contact Person (Optional):		
Email of Additional Contact Person:		
Superintendent Name:		Matthew Ray
Superintendent Email Address:		matthew.ray@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.		☒ Yes ☐ No
The Schoolwide Plan is available to the School, Staff, 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>
Lisa Gonzalez	<u>Parent Administrator</u>
Alicia Gillespie	Parent
Molly Pool	Parent
Bart Brandenburg	Parent
Dan Stockman	Parent
Emily Moody	Kindergarten Teacher
Katie Cottone	Deaf/HH Teacher
Cari Briscoe	3rd Grade Teacher
Amy Raddish	6th Grade Teacher
Ashley Goyco	Instructional Facilitator
Emily Natal	Sign Language Interpreter
Terry Flores-McVey	

School Information (As of the last Friday in September)		
Enrollment: 306	Average Class Size: 20.4	Number of Certified Instruction Staff: 34
Race and Ethnicity Percentages		
White: 55 %	Hispanic: 18.5 %	Asian: 4 %
Black/African American: 14.1 %	American Indian/Alaskan Native: 0.7 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 7.7 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 51.3 %	English Learner: 11.6 %	Mobility: 6.9 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	MAP
ELPA	Amira
Power Up	MAP Accelerator
Lexia Core 5	Successmaker

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint 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>
OPS Research department provides a school-wide data book with multiple sources of data. We are able to use data from NSCAS, ELPA, MAP, reading, math and science to develop a plan of action for instruction for the current school year. We use MAP data throughout the school year and provide Professional Development for staff members based on the fall, winter and spring MAP data. (Data Book pages 17-35 and 53-54 in folder.) Washington has created a digital data wall for each teacher. Several components are presented in the digital data wall and it is reviewed monthly to monitor students that need extra support not only in certain subjects, but in in subject areas. For example, in reading, comprehension, context clues, etc. and in math, number sense, data, algebra, etc.	
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>
The Title I plan was reviewed with parents at a family engagement night on March 9, 2023. Parents were made aware of how Title I funds were spent during the 2022-2023 school year. Parents were given an opportunity to discuss the Title I plan as well. Washington has several parent engagement activities throughout the year. The calendar is included in the folder. Every year parents are given an opportunity to provide input through a climate survey. The results are included in the Data Book pages 9-12.	
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>
A Student Improvement Plan was created by teachers and principal to identify specific areas of instructional growth for students. During Grade Level Meetings, data was consistently reviewed and monitored. The SIP plan is a working document and adjustments are made throughout the year. We use the Best Instructional Plan Handbook to provide strategies for teachers to use across all curriculum areas. We also progress monitor students during grade level meetings, staff meetings and professional development days to determine if they need to have a SAT for interventions. We create class and individual goals according to MAP data and include action steps in order to meet the goals. Two MAP growth reports are provided in the folder as examples of data that is used. A SuccessMaker report is also included in the folder.	

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>
During Grade Level Meetings, students were identified that needed additional instructional support. Teachers provided additional opportunities for small group instruction and intervention opportunities for students.	

Student Assistant Team meetings were held for students that made slow or no progress in an academic or behavior area. Professional Development has been offered throughout the year for staff. It covers several different areas and staff are allowed to choose from a variety of options. On-line paper tutoring has also been offered to our 3rd-6th graders. This allows students to receive extra support during the school day and at home as well. They are able to access through their iPad provided by the district. Students were also identified and invited to attend after school tutoring in ELA and math.

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. Provide supporting documentation in the corresponding folder.</i>
Professional Development has been provided for all staff throughout the school year. Professional Development has been provided in the following areas: reading, writing, math, MTSS-B and social emotional development. The Washington master calendar shows staff meetings, grade level meetings, curriculum and professional development days throughout the school year. (Please scroll through the first three blank pages.). A list of staff members that have completed professional development throughout the year is included in the folder. Omaha Public Schools also offer teachers to continually grow professionally by offering courses through the University of Nebraska at Omaha. We also are the Deaf/Hard of Hearing school for OPS. Our Deaf Ed teachers presented information on our specific students in our school.	

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. Provide supporting documentation in the corresponding folder.</i>
During the meeting on March 9, 2023, parents and staff were invited to give input on the School-Parent Compact. It will be included in our Student Handbook and shared on the website and district distributed iPads. The School-Parent Compact is on page 5 of the handbook. This meeting was held prior to our Book Bingo Family Engagement night.	
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>
Washington has many opportunities for parental involvement where parents can contribute their ideas as well. There are monthly PTO meetings and the principal gives updates and asks for input from parents during all family events. Washington had two family engagement nights. December 8th was a Math activity per grade level. March 9th was Book Bingo. The Title I Family Engagement Policy is on page 4 of the handbook. There are two newsletters included with dates for Family activities, PTO nights and engagement nights.	
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>
The Annual Title I parent meeting was held during the family engagement night on March 9, 2023. The meeting was held before the family engagement night began. There are many activities throughout the year with substantial parent involvement. A calendar is included with the various activities that are offered to families.	

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>
We held Kindergarten Round-Up in March for the 2023-2024 incoming students. We provided an opportunity for potential students and parents to come to the school and learn more about Washington. Students were then taken to a kindergarten room and engaged in an activity with the kindergarten teachers. The parents were then given additional information about kindergarten and Washington. Students from our Early Childhood classroom that are enrolled for Washington were also included in the activity. New students are invited to the school Carnival in May to provide an additional opportunity to become familiar with Washington. We also held a kindergarten picnic for new kindergartners in early August. Pictures are included from the picnic held at Washington. We also provide an additional opportunity for Early Childhood students that attend Washington a visit into a kindergarten classroom so they are able to make a smoother transition to kindergarten.	
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>
In December of 2022, a middle school principal came to Washington to speak with our 6th graders. She spoke about the expectations of middle school and answered questions for the students. Our school counselor spends the fourth quarter of school going over the transition to middle school with our 6th grade students. Several topics are covered during the last ten weeks of school: organizing homework, time management, dealing with friends/conflicts, combination locks, where and how to ask for help and how to get involved among other topics of interests. Our 6th grade Deaf/HH take a tour of the middle school that they will attend next year. Parents are emailed a list of middle school Open Houses for them to get more information on each school. Middle school counselors also visit and enroll incoming 7th graders to their school.	

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>
During Grade Level Meetings we identify students that are below grade level and provide additional small group and intervention strategies to meet their needs. We use the review strategies in the Best Instructional Practices Handbook to meet the needs of all students. Students are also invited to Next Level Learning in June and July to provide additional support in the areas of reading, writing and math. The district calendar is included in the folder to show the dates of NLL. This gives them an opportunity to fully comprehend areas of need that they have struggled with during the school year. Tutoring has also been offered during the 2022-2023 school year.	

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

