

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:		Boyd Elementary School	
County District School Number:		28-0001-67	
School Grade span:		Kindergarten through Fifth Grade	
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 Multi-Tiered Systems of Support for Academics and Behavior__	
School Principal Name:		Ayesha Station	
School Principal Email Address:		ayesha.station@ops.org	
School Mailing Address:		8314 Boyd Street Omaha, Nebraska 68134	
School Phone Number:		531-299-7124	
Additional Authorized Contact Person (Optional):		Lindsey Beaber	
Email of Additional Contact Person:		Lindsey.Beaber@ops.org	
Superintendent Name:		Matthew 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
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<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>
_____ Ayesha Station Lindsey Beaber Gretchen Moffet Johnny Lawrence Kathy Hubbard Latisha Taylor Burrell Michelle Candidate Monica West Malone Carey Bluel Breanna Deloske Caitlyn Phillips	<u>Parent Administrator</u> Principal Instructional Facilitator School Counselor Assistant Principal Parent Parent Parent Teacher Teacher Teacher Teacher

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 473	Average Class Size: 21	Number of Certified Instruction Staff: 34
Race and Ethnicity Percentages		
White: 16.5 %	Hispanic: 15.9 %	Asian: 27.1 %
Black/African American: 33.4 %	American Indian/Alaskan Native: .4 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 6.8 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 73.1 %	English Learner: 27.4 %	Mobility: 12 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
ELPA-21	Phonics K-3
MAP Fall Winter Spring	Amira K-2
Math Common Assessments	NSCAS 3-5
Reading Common Assessments	NSCAS Alt

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>
	At Boyd Elementary, instruction is guided by ongoing analysis of both formative and summative data. Educators consistently interpret and respond to data throughout the school day and across the school year to inform teaching and learning practices. Summative Data and Goal Setting Whole-school goals are established using summative data, such as the Measures of Academic Progress (MAP)—a computerized, adaptive, norm-referenced assessment. Based on the prior year’s MAP results, we develop SMART goals (Specific, Measurable, Attainable, Relevant, Time-bound) to drive instruction and monitor achievement. MAP Goals for 2024–2025 Mathematics • 50% of students will score at or above the grade-level norm • 50% of students will meet or exceed their projected growth goal Reading • 57.4% of students will score at or above the grade-level norm • 50% of students will meet or exceed their projected growth goal Teachers engage in deep data analysis using various MAP reports, including the Class Report, Student Profile Report, Learning Continuum, Achievement Status and Growth Summary with Quadrant Chart, and the Student Progress Report. These tools help identify both strengths and areas for improvement, allowing educators to provide targeted small group instruction. This targeted approach serves two purposes: • To support students performing below the grade-level norm and guide them toward proficiency • To enrich learning for students performing above the grade-level norm Additionally, this analysis helps ensure that Tier 1 instruction is aligned with future assessment demands. Continuous Improvement Through the PDCA Cycle Boyd Elementary follows a continuous improvement model using the Plan/Do/Check/Act (PDCA) cycle to monitor progress and build teacher capacity to work within their Professional Learning Communities (PLC): • Plan: Identify a clear measurable focus for Improvement • Do: Implement the plan through intentional instructional moves • Check: Examine student work and Data to assess progress • Act: Refine the focus and plan for the next cycle Key Data Sources Driving the PDCA Cycle • Common assessments in Math and ELA • Amira benchmark assessments • Lexia usage and progress data • Instructional coaching feedback on whole and small group instruction • Student work samples and assessment results

Support for At-Risk Students Students identified as being at risk for academic failure are provided with layered interventions, including: • Targeted small group instruction • Student Assistance Team (SAT) meetings • Evaluation for specialized instructional services • Participation in Next Level Learning summer programming • Enrollment in High-Dosage Tutoring for intensive academic support	
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> At Boyd Elementary, we recognize that meaningful family and community engagement is essential to understanding and addressing the evolving needs of our school. We actively collect input from parents and community members through several key channels: 1. Open-Door Policy We maintain an open-door policy that encourages families and community members to share their thoughts, ideas, and concerns freely. This approachable environment fosters direct communication and helps us remain responsive to the priorities of those we serve. 2. Parent-Teacher Organization (PTO) The PTO acts as a vital bridge between families and school staff. Through regular meetings and collaborative events, parents are empowered to voice their opinions, offer feedback, and contribute to school improvement initiatives. 3. Omaha Public Schools Climate Survey This district-wide survey gathers feedback from parents and staff about the school's climate, including areas such as safety, communication, and academic support. Analyzing the data helps us identify strengths as well as areas that require focused attention. 4. Parent-Teacher Conferences Conferences provide a personalized setting for discussing student progress and school programs. These conversations also allow families to express concerns and share valuable suggestions that inform school-wide planning and practices. 5. Community Partnerships and Engagement We actively collaborate with local organizations, such as the Omaha Performing Arts , to strengthen school-community partnerships. Notable examples include the Disney Musical In Schools at Omaha Performing Arts partnership where over fifty students in grades 3-5 performed the Disney Jungle Book in efforts to develop a performing arts program at Boyd. In addition, we worked with the Charles Drew Health to offer medical and dental care for students and Children's Nebraska Vision mobile to provide vision testing for students as well. which helped establish a school garden in our courtyard, and the installation of Boyd's Little Free Library, a service project led by a local Eagle Scout. By utilizing these diverse and intentional avenues for engagement, Boyd Elementary gains a comprehensive understanding of the community's needs. This feedback directly informs our planning, enabling us to tailor programs, resources, and supports to better serve our students and families.
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> At Boyd Elementary, our continuous school improvement efforts are strategically aligned with our core goals: increasing reading proficiency and overall academic performance, improving attendance, and reducing behavioral incidents. To achieve these outcomes, we have implemented a multi-tiered, data-informed approach that includes academic, behavioral, and engagement-focused strategies.

To raise reading scores and proficiency, we have invested in specialized personnel and high-impact interventions. Our K-2 staff completed the Early Literacy course through the University of Nebraska at Omaha that focused on developing their knowledge and capacity to teach in the areas of Phonemic Awareness, Phonics, Fluency, and Comprehension. In addition, we have a part-time staff member that is providing targeted reading support to specific first and fourth grade students identified through data that require additional support to ensure equitable access to high-impact instruction, accelerate reading growth, and advanced efforts to close achievement gaps. Our High-Dosage Tutoring program ensures intensive, individualized instruction to close learning gaps. In addition, we utilize the Plan/Do/Check/Act cycle to monitor progress through ongoing analysis of student performance data from common assessments in both ELA and math.

To improve student engagement we have established collective commitments among staff focused on instructional excellence and positive relationships. Improvement in engagement can lead to improved attendance.

In order to improve attendance, we worked with the District Management Group to create a systematic, structured program to monitor and address the large number of students that fall into the moderate or severe chronic absenteeism categories. The plan focused to supporting specific students early in the school year that were accumulating a lot of absences in order to prevent them from continuing throughout the school year. We provided check-ins with students, and reached out to support parents. Students are able to participate in a monthly attendance poster contest, that is incorporated in our monthly newsletter that reminds parents of the importance of students being present for learning. In addition, we continued school-wide attendance and reading contests at the grade level foster a culture of motivation and accountability, celebrating student efforts and consistent participation in learning.

We are implementing the MTSS-B framework to address student behavior through Tier I universal supports and Tier II targeted interventions. The hiring of additional Special Instruction Support Staff has strengthened our ability to respond to both academic and behavioral needs in a timely and effective manner.

Professional Development and Inclusive Practices

Staff have engaged in ongoing professional learning in key areas such as structured literacy, trauma-informed practices, student-centered math engagement, social-emotional learning, and culturally responsive teaching. These learning opportunities have been critical in equipping teachers with the tools to meet diverse student needs and foster inclusive, responsive classrooms.

To enhance home-school connections and support literacy development beyond the classroom, we host multiple a literacy family engagement events. These event empower families with strategies and resources to support reading at home, reinforcing our belief that literacy growth is a shared responsibility.

Through these coordinated improvement efforts, Boyd Elementary is building a strong foundation for academic success, student well-being, and lasting school improvement.

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. Provide supporting documentation in the corresponding folder.

At Boyd Elementary, we are committed to supporting students at risk of not meeting the rigorous state academic standards through a multi-layered system of academic and social-emotional interventions.

By utilizing data, math and reading academic small groups are formed. These small groups are tailored to their specific skill gaps. Paraprofessionals are utilized to support early intervention and provide more individualized instruction.

Additionally, students identified as at-risk are recommended to the Student Assistance Team (SAT) to develop individualized academic interventions. Some students are referred for Special Education evaluations. Identified students are also prioritized for extended learning opportunities such as Next Level Learning and High Dosage Tutoring.

Recognizing that outside factors impact academic performance, we help families access community resources, ensuring students are better prepared to engage in learning.

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.

Boyd Elementary is committed to improving instructional effectiveness through ongoing professional development and data-informed practices aligned with the Plan/Do/Check/Act (PCDA) and the Rapid Improvement Cycle for our PLCs. This approach ensures that instructional decisions are intentional, reflective, and responsive to student immediate needs. Boyd Elementary Teachers engaged in professional development regarding Standards-Based Lesson Planning, Data-Informed Small Group Instruction, Trauma-Informed Teaching, Social Emotional Learning, De-escalation, MTSS-B, Data Dives utilizing MAP, Amira, SuccessMaker, student artifacts, and Gradual Release of Instruction.

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.

An in-person meeting with parents, guardians, and staff provided a platform for collaboration in the development of the School-Parent Compact. The School-Parent Compact will be included in the Student and Family Handbook. Additionally, it is posted on the school website. The School-Parent Compact was also distributed during Fall Parent-Teacher Conferences.

4.2

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.

An in-person meeting with parents, guardians, and staff provided a platform for collaboration in the development of the Title I Parent and Family Engagement Policy. The Title I Parent and Family Engagement Policy will be included in the Student and Family Handbook. Additionally, it is posted on the school website.

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. Provide supporting documentation in the corresponding folder.

Our initial Title I Parent Meeting occurred on Tuesday, October 22, 2024, during our monthly Parent Teacher Organization (PTO) Meeting. Our agenda included, Official Title I Notification, Benefits Title I offers to

Staff/Students/Families, ways to increase family engagement with Title I support, time for Feedback/Input for the Boyd Title I Plan.

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>
At Boyd, we are committed to creating a welcoming and supportive environment for all incoming students, ensuring a seamless transition. To support this transition, incoming kindergarten students and their families are invited to visit Boyd in the winter prior to the start of the academic year. During this visit, future students participate in engaging, hands-on activities designed to spark excitement about beginning school at Boyd. At the same time, parents and guardians attend an information session focused on kindergarten expectations and readiness skills. Boyd will host counselors from area middle schools to assist 5th grade students in preparing for their upcoming transition to middle school. During Articulation Day, kindergarten teachers prepare for the first day of school. On the first day of school, only kindergarten students attend, providing them with individualized support from all Boyd staff. This approach allows students to learn routines and procedures in a calm, focused environment before the rest of the students arrive. For students transitioning from Early Childhood Programs, communication between the programs and Boyd staff ensures a smooth transition. This collaboration is critically especially for students with IEPs, as it allows us to align services and supports from day one.	
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>
At Boyd, time is invested to support students in successfully transitioning from Elementary School to Middle School. 5th grade classrooms are departmentalized meaning the fifth-grade students switch classes for core subjects. This helps students adjust to having multiple teachers, schedules, and routines which is a key component to the middle school experience. Additionally, our fifth-grade teachers increase student accountability and responsibility, reinforcing habits for increased independence. The Omaha Public Schools hosts Open House for their incoming Middle School students in the winter and spring prior to their arrival in the fall. Boyd Elementary advertises these events. Middle School Counselors visit Boyd to assist with registering for classes. The Boyd School Counselor teaches transition lessons to all fifth graders at Boyd. The Boyd School Counselor encourages the students that would benefit from Summer School in their Middle School or a Jump Start opportunity to attend. The Boyd School Counselor assists with recommendations and registration. The Special Instruction Teachers at Boyd collaborate with the Middle School Special Instruction Teachers to ensure successful transition for students receiving special education services.	

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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>
Boyd Elementary's schoolwide plan strategically increases both the amount and quality of learning time through a combination fo in-school interventions and extended learning opportunities beyond the traditional Instructional Day. High Dosage Tutoring - Selected students receive frequent, small-group, or one-on-one tutoring sessions during the regular school day. This targeted support focuses on foundational reading and math skills, accelerating learning for studensts who need additional time and pracitce to meet grade-level expectations. Part-time reading support - Part-time additional reading instruction during the school day. This role ensures students who are below proficiency receive focused support without missing core instruction, thereby increasing the quality and effectiveness of their learning time. Family Engagement Literacy and Math Nights - After-school events extend learning beyond the classroom by equipping families with practical strategies to support academic growth at home. By building strong school-to-home partnerships, these initiatives reinforce key concepts and provide students with meaningful learning experiences outside of school hours.	