

Title I Schoolwide Plan

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

Date of Review:	1/23/26
District Name:	Omaha Public Schools
School Name:	Kellom Elementary
County-District-School Number: XX-XXXX-XXX	28-0001-125
Grades Served with Title I-A Funds: (PK is rarely served)	PK-6
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) _____
School Principal Name:	Molly Egan
School Principal Email Address:	Molly.Egan@ops.org
School Mailing Address:	1311 N 24th Street
School Phone Number:	531-299-1680
Additional Authorized Contact Person (Optional):	Jennifer Pudenz
Email of Additional Contact Person:	Jennifer.Pudenz@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>
Aneesha Muldrew Molly Egan Jennifer Pudenz Sarah Dragon Cassie Nelson 	<u>Parent Administrator</u> IF Counselor Teacher

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 220	Average Class Size: 20	Number of Certified Instruction Staff: 40
Race and Ethnicity Percentages		
White: 5.7 %	Hispanic: 15.5 %	Asian: 14.7 %
Black/African American: 58.4 %	American Indian/Alaskan Native: 1.2 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 4.5 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 92.7 %	English Learner: 33.6 %	Mobility: 17.3 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	School Discipline Data
MAP	School Attendance Data
InView	School Climate Survey
ELPA 21	
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	<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>
Kellom Elementary is committed to using data to inform decision making at all levels of the educational process. Please see Kellom Elementary's Data Book, located in the corresponding file folder (1.1). Data from this book is analyzed at the district level, building level, grade level, and individually with each teacher. Kellom Elementary uses assessment data to identify the needs of all students. Student assessment data includes: NSCAS Reading, NSCAS Math, NSCAS Science, ELPA 21, InView, and District Common Assessments. All assessments are reviewed by staff and utilized in the decision making process for best instructional practices. Staff meet in grade level meetings, every ten days, to review students' progress and make instructional changes to meet students' academic needs. Staff work collaboratively to plan strategies, utilize resources, and initiate interventions to improve academic achievement. At Kellom Elementary School, the Academic Data Representative (ADR) is a great resource in our building. We have attached the "Role of the ADR" in our corresponding file folder (1.1). This document is for your reference so that you can see what type of activities our ADR does to support the use of data at the building level. We have also provided a calendar of ADR meetings (1.1). Kellom Elementary has implemented intervention time, into our daily schedule, which provides opportunities for students to receive reteaching and intervention learning opportunities. Through the use of RTI and Repeated Reading protocols students are given opportunities to make instructional growth in the area of reading. In addition, Kellom has implemented a afterschool tutoring program. The tutoring program is customized to the goals and needs of each individual student. During PLCs we following the planning and prep protocol along with a student analysis protocol to reflect on our instruction in the classroom. We also participate in instructional rounds to determine trends at Kellom and make school wide decisions on next steps. If students are not making adequate growth then they are referred to the Student Assistance Team for additional interventions. Decisions are made about students through the Special Education referral and verification data, as well as the ELPA-21.	
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>
Kellom Elementary is committed to meeting the needs of students, parents and the community. Surveys have been developed as part of the School-Wide Improvement Process. Parent/community input is gathered at the following 4 school activities: 1) Fall Parent/Teacher Conferences 2) Fall Open House 3) Spring Parent/Teacher Conferences 4) Ongoing QR code posters are displayed throughout the school building. 5. Monthly Parent Coffee Sessions These four events offer parents the opportunity to share input on the following six areas: Climate/Culture, Support Staff/Services, Communication, Safety & Discipline, Instruction, Principal and Administration.	

Additional computers are set up during Parent-Teacher conferences for parents to complete the survey. The results of the surveys are shared with staff and parents to aid in the decision making process of the school improvement plan.	
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
Kellom Elementary's School Improvement Plan is focused on specific improvements in the areas of reading/language arts, student attendance, student behavior and staff retention and development. A School Improvement Plan committee was put in place to dissect the data from the previous year, and plan professional development accordingly. Staff meetings and PLC meetings are held four times a month to make instructional decisions about our students and receive professional development that goes along with our School Improvement Plan. Budgetary purchases support the curriculum and standards based upon instructional needs. Elementary Support Team meetings are held monthly to monitor school improvement efforts and make adjustments as necessary.	

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>
At Kellom Elementary, it is routine practice to utilize a variety of assessment to monitor the achievement and effectiveness of the Kellom Elementary curriculum and programs. Data is collected on individual students, programs, and grade levels. Current assessment practices include data from NSCAS, MAP, and district common assessments. Staff members meet every ten days, in grade level meetings, to analyze students' data for the purpose of identifying students in need of extra support. The added support could be in grouping during reading and math small group time, intervention support, tutoring, summer school, or referral to the MTSS Team. Once data is analyzed, Kellom Elementary utilizes a decision-making process to adjust instruction and possible addition of intervention opportunities to meet the needs of each child. At Kellom we provide additional instruction through the use of after-school tutoring. Classroom teachers provide 60 minutes of targeted tutoring in a ratio of less than 5 to 1. Curriculum is customized to meet the goals and needs of each individual student participating in the program. Next Level Learning (NLL) is provided during the months of June and July. Working with the district research department, students are selected that would benefit from the additional learning opportunities provided during these sessions. A Community Resources Guide is updated each year and available to all families in English and Spanish. This extensive guide provides a list of community resources available to students and families. In addition, the Kellom's Student Assistance Team meets to assist in developing targeted interventions to students who are not meeting grade level standards. Finally, behavioral support is given to students through a MTSS-B framework. The MTSS-B Tier 1 and Tier 2 team work together to provide appropriate supports for students who are struggling behaviorally in the classroom.	

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>
We utilize a Plan, Do, Check, Act to determine needs and ongoing professional development. We have bi-weekly PLCs to look at backwards planning and task analysis with grade levels. Twice a month we have a staff meeting to engage in collaborative conversations about our SIP and ongoing professional development.	

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>
We reviewed and updated the School-Parent Compact during our Literacy Family Night held on February 12, 2026. The School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve. At annual parent teacher conferences the compact will be discussed as it relates to each individual student. A written compact is given to each family at the beginning of the year and signed off on by each stakeholder. The compact is located on page 7 of the school handbook.	
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.</i>
We reviewed the Parent Policy during our Literacy Family Night held on February 12, 2026. The written District parent and family engagement policy has been developed jointly with, update periodically and distributed to parents and family members of participating children and the local community in a uniform format. Parents are involved in the planning, review and evaluation and improvement of the compact at an annual parent meeting. The parent and family engagement policy is located on page 6 of the school handbook.	
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.</i>
At Kellom Elementary the annual Title I parent meeting is held in conjunction with our fall back to school night. At this time parents are informed of our school's participation in Title I. In addition, we met with a small team, in the Spring, to discuss the Title 1 plan in more detail. During February the Omaha Public Schools Title I office held their annual district parent and family engagement policy review from 5:30-7:30 at the Central Office. In addition, to the Title 1 meeting we held at our literacy night at Kellom. Families came and took home a lot of free books for their households	

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>
Transitioning from one school to the next or from one grade level to the next evokes a wide variety of emotions, behaviors, and concerns for both children and their parents. For teachers it is an opportunity to have a fresh start with students and to introduce them to the culture and expectations of the school in a way that promotes positive behavior and involvement. At Kellom Elementary the key to the transition process is relying on a team of administrators, teachers, interpreters, counselors, parents, students, and community members to support the children. Our transition plan for incoming students to support, coordinate and integrate services from their previous school include but are not limited to the following:	

	• Special tours of the school for families new to the school community • Opportunities for students to visit Kellom Elementary during the summer months • Safe Walk to School/Meet the Teacher Night prior to school opening • Allstar Summer Camps for students going to Kindergarten • Fall opening packet that includes: Principal Welcome, general information such as school times, lunch prices, medication policy, teacher letter explaining homework policy, field trip information, classroom supply list. • Clear communication about all aspects of the school programs (e.g. website, newsletters, social media posts, school handbook; letters to parents and children) • A full-time counselor is on hand at Kellom to help families cope with change and separation anxiety • Welcome/orientation packets for new families • Kindergarten Roundup in the Spring • Articulation Day for Teachers where they plan upcoming class lists and create lessons for transitioning to the next grade level Throughout the planning and implementing of the programs mentioned above, the belief is held that collaboration among all staff and families who share responsibility and concern for the children's welfare is ultimately the most effective transition strategy that can be employed.
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>
	Kellom Elementary's transition plan for outgoing students as they move onto their next school school/program/career include but are not limited to: • Middle School Open House allows students to visit and tour various middle schools in the district • Middle School Orientation in the spring allows sixth grade students to visit their assigned middle schools • Magnet School Assemblies allow families to learn about special programming and receive information about the district's magnet schools • A full-time guidance counselor is on staff at Kellom. The counselor provide lessons to our students each spring that focus on transitioning to a new school. • Middle school counselors visit Kellom each spring to meet and complete schedules with students transitioning to middle school. Throughout the planning and implementing of the programs mentioned above, the belief is held that collaboration among all staff and families who share responsibility and concern for the children's welfare is ultimately the most effective transition strategy that can be employed

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>
	Kellom Elementary provides after school tutoring, and intervention time during the school day to provide extra instruction to students to achieve academic growth. After school tutoring provides opportunities for students to receive extra support on their reading skills related to the NWEA-MAP tests using the district assigned reading curriculum HMH. Additional targeted students are selected to receive additional tutoring through RTI. Intervention time, during the school day, provides interventions to Tier 2 and Tier 3 students in grades K-6. In addition, targeted students in 1st-6th received an additional 60 minutes of Structured Literacy and/or math diagnostic intervention. Also, K-3rd students who have been identified from the Reading Improvement Act receive Foundational Skills, Amira and/or iRead support for 20 minutes, every day, to improve their reading ability. A certified teacher works with our high ability learners to provide opportunities weekly, during the

school day. Kellom Elementary is also offering next level learning to those students who have been identified through NSCAS and MAP data for further intervention into the summer.

In addition, we provide a reading club with volunteers from Creighton University on Monday nights. Students work one on one with a Creighton student to increase their reading fluency. Through reading passages, playing games, and differentiated activities students are able to practice their skills with an adult.

Finally targeted students are provided interventions through Word Study Studio, repeated reading interventions, and fluency activities with certified reading teachers. Students work with reading teachers two times a week for thirty minutes to improve their reading skills. Progress is monitored with the support of our school psychologist to make sure adequate growth is taking place over the eight week sessions.

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	