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:	Lothrop Elementary
County District School Number:	074
Building Grade Span Served with Title I-A Funds:	Headstart-5th
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:	Elijah Simmons
School Principal Email Address:	Elijah.Simmons@ops.org
School Mailing Address:	3300 N 22nd St Omaha, NE 68110
School Phone Number:	531-299-1780
Additional Authorized Contact Person (Optional):	Michelle Sorensen
Email of Additional Contact Person:	michelle.sorensen@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
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	☒ Yes ☐ No

Names of Planning Team *(include staff, parents & at least one student if Secondary School)*	Titles of those on Planning Team
Jill Parkert Elijah SimmonsMichelle Sorensen Rieley Burtzel Jana Deaver Michelle Ryan Stassi Beaugard Nicolette Oliver Alexandra Jones Molly Mertz Ann Musil	Parent Administrator Instructional Facilitator KG Teacher 1st Grade Teacher 2nd Grade Teacher 3rd Grade Teacher 4th Grade Teacher 5th Grade Teacher ESL Speech Pathologist

School Information

(As of the last Friday in September)

Enrollment: 354	Average Class Size: 21	Number of Certified Instruction Staff: 28
Race and Ethnicity Percentages		
White: 5.6 %	Hispanic: 27.7 %	Asian: 6.5 %
Black/African American: 53.7 %	American Indian/Alaskan Native: 0.3 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 6.2 %	
Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 88.4 %	English Learner: 29.9 %	Mobility: 15.6 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NWEA MAP	
ELPA 21	
NSCAS	

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	*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.*
	A number of tools are included in comprehensive needs assessment of student academic achievement, including the following broad assessments. In addition to these, attendance, behavior data, perception survey results, course enrollment data, and demographic data are other data sources that help inform our analysis and plan. The district publishes each individual school's annual data into a data book. This data collection provides the School Improvement team with all district-wide formative, interim, and summative data. Demographic data includes enrollment, mobility, attendance and conference trend data. The team uses the demographic data, MAP Growth, and NSCAS data when analyzing strategies used—what worked well and what needs to change to meet the needs of our students. Lothrop Elementary has been administering the MAP Growth norm-referenced standardized achievement three times a year, in which students in all grades K-4 participated. In grades 3-4 students participated in the statewide administration of the NSCAS ELA (Nebraska Student-Centered Assessment System-English Language Arts), NSCAS Math (Nebraska Student-Centered Assessment System-Mathematics). PLCs also work collaboratively in order to maximize instructional time and support student achievement. Using multiple measures and analysis of data, grade level teams of teachers and specialists meet monthly to make instructional decisions, plan interventions, identify at-risk students, and share research so that each student's needs are met. Documentation in folder: 2021-2022 Data Book, School Improvement Plan, Coaching Look Fors
1.2	*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.*
	Parent and community input was gathered primarily through the use of the Climate survey. The survey was available for parents throughout the school year and was posted in our newsletter. It was posted specifically at fall and spring conferences and parents received an invitation to complete the survey. We also invited parents to our Title I Table at Open House. A presentation is given by the principal on academic progress of students by grade, followed by a description of ways in which Title I funds are used to address areas of weakness, at which time parents are asked for their feedback on these strategies and other ideas they may have. Our families were grateful for the information provided at the Title I Parent Meeting and the opportunity to give input. One of the topics of discussion was what the parents/community members think is needed to make our school more successful. Our staff met to examine the results of the climate survey and to look for ways to make families and community members feel more included and confident about the work we are doing at Lothrop. Documentation in folder: Climate Survey, Lothrop Data Book, Open House Sign-in

1.3	*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.*

Continuous school improvement is an initiative that occurs at Lothrop, which culminates in the development of a Continuous School Improvement Plan. Supported by the district and bulding level, we are able to embed the process of reflection and improvement in our school culture throughout the calendar year, without a perfect start or stop date. Lothrop has an Instructional Leadership Team that meets monthly to connect and review how the plan is unfolding and where improvements can be made. Grade level meetings are held weekly. Grade level meetings are a time for teachers and leadership to collaborate using the district curriculum guides and ensure we are working towards mastery on the School Improvement Plan. At Lothrop, Coaching and fidelity checks were also used as a tool to monitor implementation and effectiveness of professional development. Lothrop's Title I Schoolwide Plan development go hand in hand, as the focus on high academic achievement in our Schoolwide Plan is very much at the core of our School Improvement Plan.

Documentation in folder: School Improvement Plan, School Professional Development Calendar, Coaching Look Fors

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.*

Lothrop staff is also organized into Professional Learning Communities (PLCs), which work collaboratively in order to maximize instructional time and support student achievement. Using multiple measures and analysis of data, grade level teams of teachers and specialists meet monthly to make instructional decisions, plan interventions, identify at-risk students, and determine the need for individual student participation in support programs. Students who are identifid at a-risk are referred to the Student Assistant TEAM (SAT) and are placed in the SAT process to provide intervetions to support individual needs. PLCs meet weekly, so these teams regularly monitor and revise student-specific supports throughout the year.
The following services and/or activities are in place to assist students in reaching their goals: after school tutoring, all students in kindergarten through fourth grade use IXL for both reading and math, Leveled Literacy Intervention (LLI) for below grade level readers and English learners. Lothrop partners with Mentor Nebraska to provide mentoring support for students who are at-risk (missing more than five days of school) to help decrease chronic absenteeism. ESSER funds were used at the district level for high-dosage tutoring, PAPER online tutoring, and Next Level Learning in the summer.

Documentation in folder: SAT nomiation form, SAT flow chart, ELA and Math Interventions, Success Mentor Flyer

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.*

Paraprofessionals are included in professional development provided to other staff members. Aditionally, they have been provided training specifically designed for paraprofessionals by the district each semster. The schoolwide plan is presented to them in the fall, where they have input on its contents. They discuss how they could best support the goals of the plan. Lothrop paraprofessionals support the classroom teachers with instructional duties. They work individually with students, as well as small groups. The appropriate use of

paraprofessionals provides wonderful opportunities for differentiation of instruction and the individual attention that benefits all children.

Documentation in folder: School Professional Development Calendar, Staff Roster

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.*

The Lothrop Student Handbook contains an updated School/Student/Parent Compact for Learning. This compact is reviewed at fall Parent-Teacher Conferences. The compact addresses the on-going partnership for high student achievement. Each person's responsibilities are carefully monitored by the staff. Each child and parent signs a document acknowledging receipt of the handbook which is kept on file at the school.

Documentation in folder: Lothrop School Handbook

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.*

The policy is distributed at Open House school year and is included in the Lothrop Student Handbook which is also distributed before school begins. Parents and community members at Lothrop have on-going opportunities to contribute to the development and implementation of the school wide plan. Communication to families and the community is done in many different forms (school newsletters, monthly calendars, flyers, the school website, and social media).

Documentation in folder: Lothrop School Handbook, 22-23
Combined-District-and-School-Parent-and-Family-Engagement-Policy, Family Night flyer, school newsletter example

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 annual Title I parent meeting is always held in conjunction with our Open House in order to encourage broader participation. Notifications about this event are provided in hopes of increasing attendance. Additonal information is shared on our school website.

Documentation in folder: Title I Overview, Open House Signatures

5. Transition Plan

5.1	*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).*

Early Childhood to Elementary:
At Lothrop, we are focused on making the transition from early childhood to kindergarten as smooth as possible for students and families. In January, our incoming Kindergarteners, parents and guardians are invited to attend Kindergarten Orientation, an opportunity to meet the teachers and other staff, learn about kindergarten and visit a kindergarten classroom. In the summer, we offer Jump Start Kindergarten

programming when students meet their teachers and are introduced to the routines, procedures and curriculum through engaging activities. Each family is invited into the classroom for a family visit with the classroom teacher in August for Safe Walk To School Night.

Documentation in folder: KG Roundup Presentation, Back to School Flyer

5.2 *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).*

Elementary to Middle School:
Our transistion students submit middle school applications in January. We schedule a visit from our middle school feeder school to answer our stuents' questions about middle school in May. In addition, the middle schools schedule an evening meeting for parents and students to attend together to answer questions and get familiar with middle school. Our school counselor provides guidance lessons about the transition to middle school. These lesssons inlcude: how to use combination locks, organizational skils, making new friends, and homework expectations.

Documentation in folder: Middle School Welcome Camp FLyer

6. Strategies to address areas of need

6.1 *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

During the instructional day:
Our master schedule provides coherent instruction among grade levels. As classroom teachers analyze assessment information at PLC meetings to determine additional academic supports needed by individual students, they identify and group students and provide re-teaching in reading and mathematics during the intervetion time built into our master schedule. Special Education and English Language teachers support our students with individual instrctional plans and resources.

Beyond the instrucitonal day:
At Lothrop we provide high-dosage tutoring after school. Students are identified in need of this additional support in one or both curricular areas, and work with a teacher after school individually or in small groups. Lothrop after school program offers a variety of expanded learning opportunities and community-focused programming through its partnership with Civic Nebraska. Our goal is to use the local school as a hub for services and community organizing. The mission of our CLC is to provide support services and opportunities which lead to successful kids, thriving families, and strong neighborhoods.

Documentation in folder: Master Schedules, high-dosage tutoring schedule

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

7.1 *Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and*

	integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)

Lothrop uses it's Title 1 funds to support our Title 1 school. Title 1 salaries and fringe benefits are allocated to fund our teachers and paras. The money is allocated to instructional materials, paraprofessionals, technology upgrades, and professional development for staff. All decisions are aligned to our School Improvement Plan (SIP) goals. The SIP plan encompasses goals in Reading, Math, Science, Behavior, and Attendance. The Title 1 budget assists in student achievement and provides support to students in the areas of reading and math. Budget allocation for academic areas are written within our School Improvement Plan.

Documentation in folder: Title I Allowable Expenses, Title I Time and Effort Log