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:	Druid Hill Elementary School
County District School Number:	28-0001-091
Building Grade Span Served with Title I-A Funds:	K-5
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)_MTSS-B, Dropout Prevention, Science, College to Career__
School Principal Name:	Dr. Kesha King
School Principal Email Address:	kesha.king@ops.org
School Mailing Address:	4020 N. 30 Street, Omaha, NE. 68111
School Phone Number:	531-299-1320
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

Names of Planning Team *(include staff, parents & at least one student if Secondary School)*	Titles of those on Planning Team
Ms. Nicole Lee	Parent
Kesha King	Administrator
Natasha Mosley	Assistant Principal
Katherine Helwig	Instructional Facilitator
Carl Rice	4th Grade Teacher
Nicole Galley	1st Grade Teacher
Cindy Featherly-Lavelle	School Social Worker
Toni Ptacek	Guidance Counselor

School Information

(As of the last Friday in September)

Enrollment: 276	Average Class Size: 16	Number of Certified Instruction Staff: 35
Race and Ethnicity Percentages		
White: 4.3 %	Hispanic: 38.4 %	Asian: 5.8 %
Black/African American: 40.9 %	American Indian/Alaskan Native: 0.4 %	
Native Hawaiian or Other Pacific Islander: 0.4 %	Two or More Races: 9.8 %	
Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 81.9 %	English Learner: 33 %	Mobility: 15.6 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	**MAP**
AMIRA	**LEXIA**
NSCAS-ALTERNATE	**ELPA**
SUCCESS MAKER	**DIBELS**

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.*

Druid Hill Elementary conducted a comprehensive needs assessment using multiple academic, behavioral, attendance, demographic, and stakeholder data sources. Academic data included NSCAS subgroup results, MAP Growth assessments, DIBELS screening and progress-monitoring results, ELPA21 data, HMH module assessments, classroom formative and summative assessments, monthly writing samples, IEP progress data, and student work. The analysis identified inconsistent implementation of high-quality Tier I instruction, particularly in literacy, and inconsistent access to rigorous, grade-level learning for multilingual learners and students with disabilities. Reading proficiency was identified as a priority, with a goal of increasing proficiency from 23.9% to 67.4%.

Teachers and school leaders analyze data through grade-level meetings, professional learning communities, MTSS meetings, and school improvement reviews. DIBELS is administered at the beginning, middle, and end of the year, with biweekly progress monitoring for identified students. MAP Growth is administered in the fall, winter, and spring; HMH assessments are reviewed after each module; and writing samples are examined monthly. The results are used to identify unfinished learning, form needs-based instructional groups, determine appropriate interventions, and decide what should be retaught, extended, or adjusted.

Behavior and attendance data were also included in the needs assessment. MTSS-B data are reviewed to identify schoolwide patterns and students needing additional support. Attendance information is monitored through district reporting systems, including Tableau and DMG. With chronic absenteeism at 32.45%, attendance was identified as a significant schoolwide need, with a goal of reducing it to 30.9% by May 2027. Collectively, these findings informed curriculum implementation, the Launch, Lead, Land instructional framework, professional development priorities, coaching cycles, intervention planning, MTSS supports, and ongoing progress monitoring.

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.*

Druid Hill gathers information from parents and community stakeholders through the annual parent survey, family events, parent conferences, school communications, ClassDojo, direct conversations, and feedback provided to teachers and school leaders. Families also have opportunities to provide input during the annual Title I meeting and through activities connected to the School-Parent Compact and Parent and Family Engagement Policy.

Parent participation and survey-response data are reviewed as part of the comprehensive needs assessment. Because previous survey participation was limited, the school identified a need to expand opportunities for

families to provide accessible and timely feedback. For 2026–27, Druid Hill is strengthening two-way communication through ClassDojo, Finalsite messages, conferences, family events, and individual outreach. Family feedback is used to identify barriers to attendance, communication, student learning, and participation in school activities. School leaders use this information, along with academic, behavior, and attendance data, to determine school priorities and adjust family supports and engagement opportunities.

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.*

Druid Hill's Continuous School Improvement Plan establishes measurable goals and strategies in literacy, multilingual-learner achievement, attendance, behavior, and Tier I instruction. The school's primary instructional focus is consistent implementation of high-quality, grade-level instruction through the Launch, Lead, Land framework. Teachers launch learning by activating relevant prior knowledge and providing access to grade-level tasks and texts; lead students through explicit instruction, academic discussion, writing, checks for understanding, and productive struggle; and land the lesson by having students demonstrate and communicate what they learned.

Progress is monitored through scheduled assessment cycles, classroom observations, student-work reviews, grade-level meetings, PLCs, instructional coaching, and Instructional Leadership Team reviews. The school analyzes DIBELS, MAP, HMH, writing, ELPA21, NSCAS, IEP, behavior, and attendance data to determine whether strategies are being implemented and producing the intended results. The Instructional Leadership Team meets monthly to examine implementation, identify trends, and determine needed adjustments. MTSS-B, attendance, and staff teams also meet on a recurring schedule to monitor their respective priorities. Professional development, coaching, intervention supports, and resource allocation are adjusted throughout the year based on implementation evidence and student outcomes.

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.*

Druid Hill provides a layered system of academic, behavioral, attendance, and social-emotional assistance for students at risk of not meeting Nebraska academic standards. All students receive grade-level Tier I instruction using district-adopted high-quality instructional materials and the schoolwide Launch, Lead, Land framework. Teachers use frequent checks for understanding, structured student discourse, writing, and needs-based grouping to ensure that students remain engaged with grade-level learning.

Students requiring additional academic support are identified through DIBELS, MAP Growth, HMH assessments, classroom assessments, monthly writing samples, IEP data, ELPA21 results, teacher observations, and student work. Grade-level and MTSS teams use these data to match students with targeted, skill-specific instruction and monitor their response. DIBELS progress monitoring occurs biweekly for identified students. Supports may include additional foundational-skills instruction, decodable-text practice, targeted small-group instruction, high-dosage tutoring, English-language-development support, special education services, and just-in-time assistance connected to current grade-level content.

Students needing behavioral or attendance assistance receive support through MTSS-B, Check-In/Check-Out, relationship-building strategies, individualized behavior supports, attendance intervention plans, family outreach, and connections to school or community resources. Student progress is reviewed regularly, and supports are intensified, revised, or discontinued according to documented need and response.

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.*

Druid Hill provides sustained, job-embedded professional development aligned with the comprehensive needs assessment and School Improvement Plan. The 2026–27 professional learning priorities include Science of Reading practices, Phonics Mastery, structured literacy, analysis of DIBELS and other assessment data, effective use of decodable texts, academic discourse and writing, inclusive grade-level instruction, needs-based small groups, checks for understanding, MTSS-B, attendance supports, and implementation of the Launch, Lead, Land instructional framework.

Professional learning is delivered through district training, schoolwide professional development, staff meetings, grade-level meetings, PLCs, Instructional Leadership Team meetings, collaborative planning, modeling, classroom observations, feedback, and coaching cycles. Teachers analyze student work and academic data to determine the effect of instruction and identify next steps. Administrators and the instructional facilitator conduct classroom visits and provide timely feedback connected to the school's instructional priorities.

Professional development effectiveness is monitored through implementation evidence, classroom observations, teacher feedback, student work, assessment results, and progress toward SIP goals. Learning opportunities are adjusted when data indicate a need for additional modeling, practice, coaching, or calibration. Paraprofessionals also participate in role-specific district and school training, including training related to structured literacy, student support, behavior expectations, safety, and required district or state practices.

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.*

Druid Hill's School-Parent Compact describes the shared responsibilities of the school, families, and students for improving student achievement. Parents and staff are provided opportunities to review the compact and recommend revisions through the annual Title I meeting, parent and family engagement activities, surveys, conferences, and other feedback opportunities.
The compact communicates how the school will provide high-quality instruction, monitor student progress, communicate with families, and create opportunities for family participation. It also describes how families can support attendance, learning at home, communication, and student responsibility. The compact is distributed to families through the Student Handbook and available school communication systems. It is reviewed during the year through Title I and family-engagement activities, and copies are made available in accessible formats or languages when needed.

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 Title 1 Parent & Family Engagement Policy was created by the district. However, in order to support the policy, it is included in the Druid Hill Student Handbook so that families know they play an integral part in their child's learning. This policy is reviewed and updated at the annual Title 1 parent meeting.

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.*

The Title 1 parent meeting will be held on October 29, 2026 which will also be our literacy night. During the meeting, parents will be informed of the attendance policy and how to access resources as a parent of a child who attends a Title 1 school. Parents will be informed of future family events: such as parent breakfasts, family nights (Reading and Math), how to stay involved in the school and student learning. In addition, resources will be available from the community to support specific areas of need.

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).*

Druid Hill supports incoming kindergarten students and their families through Kindergarten Roundup, enrollment activities, family communication, school visits, and opportunities to learn about kindergarten expectations and routines. Families receive information regarding registration, attendance, daily schedules, transportation, meals, schoolwide behavior expectations, academic learning, and ways to support a successful beginning to school. When available and appropriate, students participate in building or classroom orientation experiences before the school year begins.

School staff review available information from early-childhood programs, enrollment records, families, special education plans, language-proficiency information, and student-support records to identify individual transition needs. Staff coordinate services for students with IEPs, multilingual learners, and students needing individualized arrival, behavioral, health, or academic supports. Teachers establish communication with families and use beginning-of-year assessment and observation data to determine appropriate instructional and social-emotional supports. The school counselor, classroom teachers, administrators, and support staff reinforce school routines, relationship building, and the Dragons SOAR expectations to help students enter school with confidence and a sense of belonging.

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).*

Druid Hill prepares fifth-grade students for middle school by providing academic, organizational, behavioral, and social-emotional transition support. Students receive guidance regarding changes in schedules, classroom expectations, increased independence, organization, academic responsibility, and successful peer relationships. Middle school representatives or counselors are invited to provide registration and transition information, and students and families receive information about orientation opportunities, course selection, transportation, and other enrollment requirements.

Druid Hill staff coordinate with receiving middle schools by transferring academic records, assessment information, IEPs, English-learner information, intervention records, and other relevant student-support documentation in accordance with district procedures. Additional transition planning is provided for students with disabilities, multilingual learners, and students receiving intensive academic, behavior, attendance, or social-emotional supports. Families are encouraged to participate in registration and orientation activities and to communicate questions or concerns so that individual transition needs can be addressed before the new school year.

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.*

Druid Hill increases the amount and quality of learning time by protecting the core instructional schedule and prioritizing structured literacy and mathematics each day, including on assessment days. Grade-level instruction is delivered through district-adopted high-quality instructional materials and the Launch, Lead, Land framework. Teachers maximize learning time through clear routines, efficient transitions, grade-level tasks, active participation structures, academic discussion, writing, checks for understanding, and intentional lesson closure.

Students who require additional learning time receive targeted instruction during intervention or small-group blocks without unnecessary removal from core instruction. Identified students may also participate in high-dosage tutoring focused on reading and mathematics. Tutoring uses an acceleration model that prepares students to succeed with current grade-level content while addressing prerequisite gaps that directly affect access to that learning. Additional opportunities may include district-supported extended learning, before- or after-school programming, summer learning, enrichment, and community-partner programs when available. Assessment and progress-monitoring data are used to identify participating students, establish instructional priorities, and measure the effect of additional learning time. The school regularly reviews participation, attendance, implementation, and student outcomes to ensure that extended-learning opportunities are targeted, academically aligned, and responsive to student needs.

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.)*

Druid Hill does not consolidate all available federal, state, and local funds. The school coordinates Title I funds with district, state, special education, English learner, and local resources to support the School Improvement Plan and address identified student needs. Funds and resources are aligned to high-quality Tier I instruction, evidence-based intervention, instructional materials, professional development, instructional coaching, progress monitoring, family engagement, attendance supports, extended learning, and services for students requiring additional assistance.

School leaders review spending decisions in relation to the comprehensive needs assessment and SIP goals to avoid duplication and ensure that resources supplement the district's core educational program. Funding decisions prioritize strategies with a direct connection to identified academic, behavior, attendance, and family-engagement needs. The school monitors implementation and student outcomes throughout the year and adjusts the use of available resources when evidence indicates that additional or different support is needed.