

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:		Chandler View Elementary	
County District School Number:		28-0001-075	
School Grade span:		PreK-6th 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) _____	
School Principal Name:		Laura Strubbe	
School Principal Email Address:		laura.strubbe@ops.org	
School Mailing Address:		7800 South 25th Street Bellevue, NE. 68147	
School Phone Number:		531-299-1220	
Additional Authorized Contact Person (Optional):		Heather Nelson	
Email of Additional Contact Person:		enelsoh706@ops.org	
Superintendent Name:		Matt 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

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> Karina Sanchez Laura Strubbe Gabriela Alvarez Heather Nelson _____ _____ _____ _____ _____ _____ _____	<u>Titles of those on Planning Team</u> <u>Parent Administrator</u> Assistant Principal Instructional Facilitator _____ _____ _____ _____ _____ _____ _____
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 333	Average Class Size: 21	Number of Certified Instruction Staff: 34
Race and Ethnicity Percentages		
White: 22.5 %	Hispanic: 59.4 %	Asian: .5 %
Black/African American: 11.2 %	American Indian/Alaskan Native: .5 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 5.9 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 84 %	English Learner: 32 %	Mobility: 7.4 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	NSCAS

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>
The Chandler View Leadership Team (CVLT) receives a comprehensive data book compiled by the OPS Research Department that is analyzed to identify various academic needs of students in both reading and math in order to develop the School Improvement Plan. CVLT shares and disaggregates MAP (Data Book pg 17-37 (21-31 on PDF) and NSCAS Growth (Data Book pg 39-49 (43-53 on PDF) data with teachers during grade level meetings after each of the three testing windows. During Grade Level Meetings, staff also discusses weekly and unit assessments in both math and reading. All data discussions are used to guide instruction, determine needs and plan interventions that will result in student growth. Grade level meetings are held two times per month.	
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>
A Title 1 parent meeting was held to explain the data and needs of Chandler View. Parents could ask questions or give input during the meeting. A climate survey is also given to parent, staff and students annually to gather input on Chandler View's performance. The data book includes the results from the previous year's climate survey on pg 5 (9 on PDF).	
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>
Chandler View's School Improvement Plan (SIP) identifies improvement efforts, strategies, resources, and interventions to meet the school's goals and student needs. The SIP also includes coaching look fors and visible evidence that assists in determining if teachers are working towards the implementation of school improvement criteria.	

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>
Chandler View has several additional practices in place for students who are at risk of not meeting the challenging state academic standards. The SAT process has been put in place to assist students who are performing below grade level by providing specific interventions and data tracking to determine next steps for the student. The SAT flow chart outlines the timeline and process. Chandler View also has a reading teacher who works daily with various groups of students to close the gap in reading achievement. Groups are fluid. When a student masters a skill, he/she is released from the group and a new student is placed in the intervention group. The reading teacher's schedule is included in the 2.1 folder. All K-6 classrooms have a specific time allotted in their schedule for intervention. Teachers must select a specific program to use during the intervention with identified students. Teachers identify students based on assessment data. Hooray for	

Help affords Chandler View staff the opportunity to provide before/after school tutoring to students who need additional reteaching or assistance in the area of reading and/or math.

Chandler View also has a mentor/mentee program. Students are identified based on SEL needs and paired with a positive staff mentor. Pairings meet approximately two times per month. All pairings meet for a group event once a semester. Counselors also meet with small groups and individual students for counseling as needed.

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.

The Chandler View School Improvement Plan (SIP) drives our professional development throughout the year. Our primary focus for professional development are reading, math, and writing. A professional development plan is created at the beginning of the school year. It is a living document that is adjusted by the SIP team throughout the year as needs arise and updated data is received from formal and informal assessments throughout the year.

Staff meetings, staff professional development days, and grade level meetings are utilized to provide training to certified staff members on best instructional practices and targeted intervention strategies to increase student growth. Paraprofessional meetings are held monthly and focus on teaching paraprofessionals specific interventions that they can use when working with small groups and individual students. Building new teacher meetings offer more in-depth training for first year teachers.

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.

Chandler View parents are encouraged to attend the Title 1 meeting to understand the compact and provide input into the development of the compact. The Title 1 parent meeting was held via Teams on January 13, 2022. The compact is included in the Chandler View Student Handbook on page 7 (11 on PDF). The handbook is included each month in the CV News, the monthly Smore newsletter.

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.

Chandler View parents are encouraged to attend the Title 1 meeting to understand the engagement policy and provide input into the development of the policy. The Title 1 parent meeting was held via Microsoft Teams on January 13, 2022. The Title 1 Parent and Family Engagement Policy is included in the Chandler View Student Handbook on page 6 (10 on PDF). The handbook is included each month in the CV News, the monthly Smore newsletter.

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 annual Title 1 parent meeting was held via Microsoft Teams on January 13, 2022. In addition to the parent meeting, there are numerous family engagement opportunities held throughout the school year. Chandler View also offers PrimeTime parenting classes which encourages weekly meetings with parents and students to promote literacy.

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>
Kindergarten Round-Up is held in January each year. Incoming students and parents come in to complete the registration process and visit a Kindergarten classroom to interact with the teachers and paraprofessionals. The school nurse and counselors are also available to answer any questions families may have. Parents are given a folder that contains information about Chandler View and also includes the book, "Chicka Chicka Boom Boom" and accompanying activities to help prepare students for kindergarten. A kindergarten roll-over meeting is held for any early childhood students who will be transitioning to kindergarten with a current IEP. Chandler View Early Childhood students also attend specials (PE, Music, Art, Computers and Library) in May to help with the transition to kindergarten. They also visit their future kindergarten classroom. Early childhood registration is held from February - April each year. The Omaha Public Schools District handles enrollment and transition activities for families enrolling in the early childhood program.	
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>
OPS Middle Schools host Open House nights in January for prospective students and their parents. Chandler View's Guidance Counselor works with 6th grade students on transition activities such as learning to work a combination lock, being organized, transitioning between teachers, and learning more about their school choices. In the spring, middle school staff come to Chandler View to meet with individual students and schedule their classes for the next school year. Middle Schools also host Welcome Camps in the summer for incoming students. At the conclusion of the year, Chandler View celebrates our 6th grade students with the 6th grade celebration parade and graduation where we honor their time as Cougars.	

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>
Chandler View has several available options that increase the amount and quality of learning time within and beyond the instructional day. Within the instructional day, all K-6 classrooms have a specific time allotted in their schedule for intervention. Teachers must select a specific program to use during the intervention with identified students. Students are identified based on assessment data (weekly, unit and MAP tests). Working with the reading teacher is another additional opportunity within the school day for students. The reading	

teacher works with various groups of students daily focusing on gaps in their reading. Groups are fluid. When a student masters the skill, they are exited from the group and a different child joins the group. A third opportunity within the school day is the SAT process. The SAT process has been put in place to assist students who are performing below grade level by providing specific interventions and data tracking to determine next steps for the student. These interventions are administered by teachers, paraprofessionals or other special area staff during the school day. The SAT flow chart outlines the timeline and process. The last additional opportunity available within the school day is one-on-one and small group work with paraprofessionals. Chandler View's paraprofessionals have been trained in a variety of reading interventions. Example of interventions include, Phonics Mastery, Foundational Skills Word Study Studio, HMH Table Top Mini Lessons, and LLI.

Beyond the school day, Chandler View has a tutoring opportunity for students. Hooray for Help affords Chandler View staff the option to provide before/after school tutoring to students who need additional reteaching or assistance in the area of reading and/or math. Chandler View is also fortunate to have Kid's Club (the before and after school care program). While this is not an official academic program, the director and staff provide home assistance to students while they are awaiting parent pick-up.

Next Level Learning (NLL), the OPS summer learning program, is also available to students in Early Childhood through 6th grade. Students are identified based on MAP scores, EL and SPED status, as well as how they are doing academically in reading and math. Students work towards mastery of reading, math, and writing, while also engaging in enrichment activities throughout June and July.