

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:	Laura Dodge Elementary School
County District School Number:	28-0001-089
School Grade span:	PRE-K to 5th Grade
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify)_ Writing, Science, Climate & Wellness__
School Principal Name:	Cody Hays
School Principal Email Address:	cody.hays@ops.org
School Mailing Address:	3520 Maplewood BLVD Omaha, Ne 68134
School Phone Number:	531.299.1300
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Dr. Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<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>
Cody Hays - Principal Tara James - Title 1 Compliance Coordinator James Mertz - Counselor Catherine Dose - Headstart Teacher Nicole Dice - 5th Grade Teacher _____ _____ _____ _____ _____ _____ _____	<u>Parent Administrator</u> Lori Beck _____ _____ _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 392	Average Class Size: 22	Number of Certified Instruction Staff: 35
Race and Ethnicity Percentages		
White: 45.4 %	Hispanic: 10.2 %	Asian: 6.6 %
Black/African American: 30.6 %	American Indian/Alaskan Native: .5 %	
Native Hawaiian or Other Pacific Islander: .3 %	Two or More Races: 6.4 %	
Other Demographics Percentages		
Poverty: 74.2 %	English Learner: 11 %	Mobility: 13.7 %

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

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	<p><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 instruction. Provide supporting documentation in the corresponding folder.</i></p>
<p>Throughout the year, staff participate in grade level and staff meeting in which comprehensive analysis, interpret and develop a plan of action in which fit the needs of all students at their appropriate developmental level in state and district standards Pre-K through 5th Grade. Staff are introduced to Laura Dodge yearly data report from the NSCAS and K-1 Assessment during the initial TEAM plan at the start of the year. Staff and administration review and discuss building growth goals, School Improvement plan, as well as action in moving forward to continue to grow and make gains in the academic areas of reading, math, science, writing, behavior, attendance and wellness.</p> <p>Grade level meetings are conducted once a month, with the focus on professional development stemmed from the School Improvement Plan, in addition to analysis of NWEA MAP data. During this process staff collaborate and utilize best instructional practices, state standards and small group instruction with the development of focus groups created in data analysis to monitor progress in all academic areas. During the data check points through the completion of the MAP assessment conducted K-6 during the Fall, Winter and Spring assessment, the continuation of review and guidance of instructional coaches focus on developing each students' skill set at their learning level. The data analysis focus at staff and grade level meetings allows staff to develop a deeper understanding of a students developmental level of state standards through the progression of an utilization of progress monitoring data, learning targets, and Table of Specifications with focus on analyzing targeted specific areas that need additional support whole group, and in small group lessons. Staff specifically utilize the data reports from the subject area assessments, both state and district, to develop their progress monitoring targets in moving forward in utilizing best practices to meet the needs of all students.</p>	
1.2	<p><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></p>
<p>Within the 3rd Quarter, a one-time parent survey is provided to parents/guardians in two ways, electronic and paper/pencil, that allow for parent input on Climate, Safety, Equity/Respect for Diversity, Discipline and Parent Involvement. This survey is provided to staff, students and parents yearly. The survey results are then analyzed at the start of the academic school year with staff, specifically addressing the needs of the building in each categorized area. The needs addressed are then made a part of the growth goal in Laura Dodge's School Improvement Plan</p>	
1.3	<p><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></p>
<p>Throughout the school year, staff participate in grade level and staff meetings in which comprehensive analyze, interpret and develop a plan of action in which fits the needs of all students at their appropriate developmental level in state and district standards Kindergarten through 5th Grade. Staff are first introduced Laura Dodge's yearly data report from the NSCAS and K-1 Assessment during the initial TEAM Plan at the start of the year. Staff and administration review and discuss building growth goals, develop the School Improvement Plan, as well as action plan in moving forward to continue to grow and make gains in the academic areas of reading,</p>	

math, science and writing. Additionally growth goals on School Improvement Plan include that of climate, developing a collaborative school culture amongst staff as well as in wellness, focused on nutrition education and physical activity amongst students, families and staff. During this process, staff collaborate, communicate, as well as utilize best instructional practices, state standards and small group instruction with the development of focus groups created in data analysis to progress monitor data in all academic areas.

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>
<p>Laura Dodge offers a variety of programs Pre-K through 5th grade that assist students whom are at risk of not meeting the challenges of state academic standards. We offer a before school tutoring program on various days of throughout the week. Tutoring is offered for students identified that are struggling or at-risk of being below grade level standards. We also provide our students in grades 3 through 5 an on-line resource called Exact Path through Edmentum Learning. This program utilizes student RIT scores from the Fall MAP assessment and creates an individualized learning path for each of our students. This provides great support for all students, whether they are above grade level or below.</p> <p>Staff additionally develop a deeper understanding of students needs through the analysis of data reports from MAP and NSCAS assessments, utilizing tools and best instructional practices to meet the needs of a diverse population of learners.</p> <p>Professional Development is offered to all staff in the building, also documented in the School Improvement Plan, providing staff professional development opportunities which will enhance and strengthen their understanding of specific strategies and best instructional practices in the areas of reading, writing and math.</p> <p>Grade level meetings additionally infuse staff to develop and plan quarterly progress monitoring of student in the academic areas that are assessed supporting students at their developmental needs, progressing and monitoring skills in which need further support.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>Human Resources includes a letter verifying that all staff are highly qualified and that training is offered throughout the year for paraprofessionals</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
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Laura Dodge continues to implement specifically identifiable interventions that are applicable based on the school improvement plan. Specifics to these interventions will be outlined below within identifiable areas that assist in guiding the buildings multiple teams in collaborating and building upon the continued growth of the school in yet another year of meeting excellence.

Professional development for the year is developed in the academic committees of Reading/Writing, Math/Science, MTSS-B and Courtesy/Wellness. All staff members join a committee of their interest and expertise. It is through these committees that data is analyzed and professional development is created to address needs determined by data points through the school improvement plan.

Staff has received initial training in support of the adaptive components to the MAP assessment, in addition to the reports in which are provided through the data analysis components of instructional resources. The MAP assessment is given to all students, K-5, in math and reading, in addition to science for grades 3 through 5. Professional Development continues to encompass best instructional practices, infused with learning targets, rigor, assessment and ongoing progress monitoring, as well as a focus on reading, writing and math

5. Strategies to increase parental and family engagement

5.1	<i>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.</i>
<p>Laura Dodge's Parent Compact is located in the student handbook, as well as provided to parents/guardians at the start of each academic year. Parents are also welcome to attend monthly Parent Teacher Association meetings, supporting parents in communication with their child, state assessment, speakers of interest, as well as Title 1.</p> <p>Additionally, Laura Dodge has a Parent Teacher Association to increase parental involvement and incorporate shared decisions with parents. In building collaboration amongst parents, a monthly newsletter is sent home which contains vital information for the month in advance, in addition to connections are made by the school counselors to provide additional services to both student and families either within the school or providing outside agencies as resources.</p>	
5.2	<i>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.</i>
<p>At the start of the year, an accountability team discussion with parents reviews Title 1 support within the building. Title 1 is additionally infused into the Parent Teacher Association meetings on a bi-monthly basis. Quarterly parent meetings are held to support parents in incorporating opportunities to assist parents and families in topics related to state standards and assessment, relative to students academic achievement. Parent survey is provided to gain input on academic supports in math as well as in attributes in which are valuable to parents to assist in the development of a school wide expectations through MTSS-B.</p>	
5.3	<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. Provide supporting documentation in the corresponding folder.</i>
<p>At the start of the academic school year, parents will be invited to attend the parent meeting to discuss Title 1 at Laura Dodge, as well as the support and explanation of what and how Title 1 is as a support to the school.</p> <p>During our Parent Teacher Association meetings Title 1 support, as well as explanation of the requirements of a Title 1 building will be reviewed and discussed with parents in developing and providing a deeper understanding of supports and services received through Title 1.</p>	

6. Transition Plan

<p>6.1</p>	<p><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). Provide supporting documentation in the corresponding folder.</i></p>
<p>We are truly privileged to provide early childhood intervention through Head Start here at Laura Dodge. Students in our Head Start program are transitioned into the kindergarten program. During the 3rd quarter, we invite parents into the building for Kindergarten Round-up. During this time, Parents receive information about Kindergarten, such as the schedule, expectations, as well as documentation of the school. Parents also go on a tour of the building and Kindergarten rooms. allowing their child to participate in a Kindergarten activity with the Kindergarten teachers. At this time, parents and leadership team convers and answer questions in which they may have in regards to procedures, policies as well as structure of the academic day.</p>	
<p>6.2</p>	<p><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). Provide supporting documentation in the corresponding folder.</i></p>
<p>The school counselor, in collaboration with the 4th and 5th Grade teachers, infuse a transition plan to develop a deeper understanding of college and career ready goals for Laura Dodge students. Students whom are in 5th grade additionally are infused with a tour of their middle school, allowing for further insight and development into any questions in which may arise of schedules, resources available to students in terms of community, instrumental or club's throughout the academic year. During this time middle school administration, in collaboration with the school counselor, offer support to with a Question and Answer session, allowing student to inquire about question in which they may have before transitioning to middle school. During this time data is provided to student on student population, extra curricular activities, as well as supports that can and are available for students outside of the instructional day, such as tutoring, or additional committee's that can be joined.</p>	

7. Strategies to address areas of need

<p>7.1</p>	<p><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. Provide supporting documentation in the corresponding folder.</i></p>
<p>The leadership team, in collaboration with the Laura Dodge Staff and School Improvement committee, constructed Laura Dodge's School Improvement Plan at the start of the academic school year. This plan was developed while reviewing and analyzing assessment data, climate survey results as well as academic support for both students and staff. The School Improvement plan supports the development and ongoing implementation of professional development, continuing to implement specifically identifiable academic support to build staff in professional development, which is applicable in the classroom with infusion of best practices are outlined in the school improvement plan.</p> <p>Staff members are all part of a committee, to assist in the development and creation of the school improvement plan. Committee Chairs work together with members of the leadership team in identifying specific best practices to further advance the development of grade level standards to meet the needs of students and staff. Continued teamwork further develops and builds collaboration amongst building staff, students and leadership in moving forward positively to build academic and emotional supports of students at Laura Dodge. These major components have aided in developing the school improvement team of becoming</p>	

shared decision makers in the governance of the schools, specifically aligns to the district's action plan for raising student achievement, enhancing the quality and development of instruction in the classroom.

As part of the Laura Dodge plan to increase student achievement, specific programs are additionally offered to select students to further develop and build academic standards, as well as higher cognitive development of specific concepts. These programs include the before school tutoring program, which is offered 3 to 4 times a week for a hour in length. Our tutoring program targets approximately 60 students.

During the month of June, summer school is offered to a projected 100 students, extending the development of skills and student standards through the utilization of various whole and small group support. These skills are taught in various modalities, through the utilization of verbal and visual support to student, engaging students with best practices.

8. Coordination & integration of Federal, State and local services & programs

8.1

Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.

Federal, State and local funds are utilized in a variety of ways, which are coordinated and integrated into academic support to meet the needs of students. Supports that are consistently put into place to increase academic achievement is that of providing classrooms with paraprofessionals support, developing students' cognitive development in the specified skill area which is focused on state standards, in addition to a focused instructional support in academic skills needing further development in.

Additional items, which are supported through state, federal and local funds are instructional materials, which are utilized in the classroom or in small group instruction. Resources additionally support and development in parent and child communication and support in relationships through Title 1 Family Nights and Parent Teacher Association.

Tutoring is offered to enhance and increase student achievement in all academic areas, specifically focusing on the students' developmental level, increasing academic standards and skills with best practices to support the need of all learners at their cognitive and language development.