

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:	Field Club Elementary
County District School Number:	058
School Grade span:	Pk-5
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" 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) _____
School Principal Name:	Collette L. Nero
School Principal Email Address:	collette.nero@ops.org
School Mailing Address:	3512 Walnut Street, Omaha, NE 68105
School Phone Number:	402.344.7226
Additional Authorized Contact Person (Optional):	Valerie Varas
Email of Additional Contact Person:	valerie.varas@ops.org
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>	<u>Titles of those on Planning Team</u>
<i>(include staff, parents & at least one student if Secondary School)</i>	
Kindra Schoendradt	<u>Parent</u>
Collette L. Nero	<u>Administrator</u>
Valerie Varas	Assistant Principal
Molly Ottens	Instructional Facilitator
Jessica Scarpa	Intermediate Teacher
Lynn Camerer	Primary Teacher
Dianna Chaloupka	EL Teacher
_____	_____
_____	_____
_____	_____
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 649	Average Class Size: 22	Number of Certified Instruction Staff: 52
Race and Ethnicity Percentages		
White: 15 %	Hispanic: 69 %	Asian: 2 %
Black/African American: 8 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 1 %	Two or More Races: 4 %	
Other Demographics Percentages		
Poverty: 89 %	English Learner: 48 %	Mobility: 13 %

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

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>Multiple data sources including Fall, Winter and Spring NWEA-MAP, Math, ELA & Science NSCAS, ELPA and F&P Benchmark, were used to identify students needs, select strategies and set goals for student achievement, which is outlined in our School Improvement Plan. The following artifacts guide or document our work in this area:</p> <p>17-18 Field Club Data Book Snapshot report Sample MAP reports ELPA results F&P Benchmark Data 18-19 School Improvement Plan</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>Parent input is provided via the Parent Voice Climate Survey that is available throughout the year. Input is also gathered via the Title 1 Parent meeting and monthly Coffee with the Principal events. The following artifacts guide or document our work in this area:</p> <p>Title 1 Parent Meeting Sign-in 9-28-18 Open House Powerpoint (9-28-29) Parent Voice Climate Survey Results Coffee with the Principal SAMOLOPO Activity, 2-1-19</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>We utilize Staff, Instructional Leadership Team and Grade Level Team meetings to engage in on-going improvement efforts where we review plan implementation, dig into student data, identify professional development needs and make decisions about adjusting instruction. The following artifacts guide or document our work in this area:</p> <p>ILT agenda/sign-in/notes (11-30-18) Grade Level Meeting agenda/sign-in (2-14-19) Field Club Professional Development Plan Staff Meeting agenda/sign-in (10-8-18)</p>

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>Targeted intervention is provided to students who are at risk of not meeting state academic standards. Students received individual or small group intervention based on identified needs. The following artifacts guide or document our work in this area:</p> <p>Academic Action Plan Brochure 2018-19 Best Instructional Practices Handbook 5th grade Intervention Groups After School Tutoring List Sample SAT Plan including data Block Schedule by grade level 8-21-18 Part-time LLI Teacher Schedule Sample LLI Teacher Progress Note</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>Paraprofessionals are provided with ongoing training to ensure they meet ESEA requirements. They are included in some whole staff professional development meetings and participate in monthly meetings so that they are able to support grade level or all school action plans. The following artifacts guide or document our work in this area:</p> <p>Feld Club Staffing HR Letter 18-19 Sample Monthly Para meeting agendas (9/27/18 & 2/28/19) Staff meeting including paras 9-17-18</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>
<p>Implementation of the School Professional Development Plan ensures the provision of high quality and ongoing professional development for staff. The following artifacts guide or document our work in this area:</p> <p>Field Club PD Plan Staff meeting: MTSSB discipline referral review/scenario 1-28-19 Sampling of Kagan Training Reflection Sheets 8-10-18 Grade Level Agenda Feb. 14-15</p>	

5. Strategies to increase parental and family engagement

<p>5.1</p>	<p><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>
<p>The School-Parent Compact is adapted from best practice models and reviewed/finalized in collaboration with parents and staff. Parents receive the final version during back to school visits and it is reviewed again during the Title 1 parent meeting. The following artifacts guide or document our work in this area:</p> <p>Field Club Handbook, p. 10 initially distributed 8-13-18 Principal Coffee Agenda/Sign-in 3-1-19 School-Parent Compact review for 2019 3-1-19 Title 1 Parent meeting powerpoint presentation 9-28-18</p>	
<p>5.2</p>	<p><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>
<p>The current Parent and Family Engagement Policy was reviewed with parents and input was obtained during during Title 1 meetings held in the fall and spring.</p> <p>Field Club Handbook, p. 7-9 initially distributed 8-13-18 Title 1 Parent meeting powerpoint presentation 9-28-19 Parent & Family Engagement Policy 2018-19 reviewed during Principal Coffee 3-1-19 Combined Parent & Family Engagement Policy 2019-20 reviewed during Principal Coffee 3-1-19</p>	
<p>5.3</p>	<p><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>
<p>The annual Title 1 parent meeting was held during Open House on September 28, 2018. The session included a discussion about Title 1 and parents had an opportunity to ask questions. Title one was also the topic of the March 1st Principal Coffee. The following artifacts guide or document our work in this area:</p> <p>Title 1 Powerpoint Presentation 9/28/18 Principal Coffee agenda & sign-in sheet 3/1/19</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>Students are welcomed to Field Club Elementary in a variety of ways. Safe Walk to School night is held the Monday before school starts where students and parents have a chance to visit their classroom and meet their teacher. Once school is in session, all new students and families meet with office staff to complete the necessary paperwork. Students start the next day, allowing the teacher to have all the materials, nametags, locker, and seating arrangement complete. Open House is held in September. Parent and students attend Open House working together to complete a scavenger hunt to ensure they see all that Field Club has to offer. Two Title One Parent meetings are held to provide information about curriculum, classroom expectations,</p>	

homework policy and parent involvement. Incoming kindergartners are invited to attend a meet & greet event where parents meet with staff to receive important information while students visit classrooms and do a project with teachers as a way of introducing them to the learning environment. Pre-kindergarten Round Up is in March. Parents and students attend round up. The Pre-kindergarten teacher meets all incoming students. Students are screened on this day for PreK. The following artifacts guide or document our work in this area:

Safe Walk to School Nights 2018-19
 Field Club Fall Opening Letter 2018-19
 Open House Schedule
 Title 1 Open House Flyer 12-6-18
 Open House Scavenger Hunt 9/28/19
 Kindergarten checklist and Round-up Presentation
 Early Childhood Application Days for 2019-20 School Year

6.2	<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). Provide supporting documentation in the corresponding folder.</i>
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Field Club staff support student transitions within and between schools. Each year staff members work to create class lists that include a variety of student achievement levels and social/emotional skills enabling teachers to create heterogenous groups. Teachers collaborate with previous years teachers to implement accommodations and Individualized Education Plans. Field Club Counselors collaborate with middle school counselors to assist scheduling and educational planning. Fifth grade students in need of additional support are provided an opportunity to attend Norris Middle Summer School to become familiar with the school. The following artifacts guide or document our work in this area:

Elementary to Middle School Transition
 Middle School EL Summer School Transition
 Sample class list card template
 Sample IEP at a Glance

7. Strategies to address areas of need

7.1	<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. Provide supporting documentation in the corresponding folder.</i>
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The Schoolwide Plan provides for additional support in the form of Literacy Intervention, Enrichment Programs (Content Focused Family Nights), Student Engagement, after school tutoring and Summer School. The following artifacts guide or document our work in this area:

After School Tutuoring List
 Family Nights 2018-19
 Field Club Intervention Para job description
 Part-time LLI Teacher job description
 Summer School Plan 2019

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.

Field Club Elementary enjoys many partnerships that utilize Federal, State and Local funds to support the academic, social, emotional and behavioral development of students. Completely Kids provides before and after school programming, Partnership for Kids (P4K) provides goal buddies to meet with students on a monthly basis, the school based health centers are available to OPS students and we enjoy partnerships with Connections and SAFE Programs to provide therapy and case management services to students/families. The following artifacts guide or document our work in this area:

- 21st Century CLC Data Snapshot
- Completely Kids Before and After School Programming
- P4K Goal Buddy Visit Dates
- School Based Health Center enrollment of Field Club Students
- SAFE & Connections Programs enrollment 2018-19
- SAFE & Connections Program flyers