

SCHOOLWIDE PLAN PEER and SELF REVIEW RATING RUBRIC (ANNUAL REVIEW OF SCHOOLWIDE EFFECTIVENESS)

District Name: OMAHA PUBLIC SCHOOL

Grade Span of Building: PK-6

Building Name: KELLOM ELEMENTARY

Date: 4.28.20

Although the peer-review process is for determining whether required schoolwide components are in place, the rubric serves as a tool to use annually for reviewing the plan and provides a system to encourage and measure growth. The mandatory components in this rubric require submission of the supporting documentation within the school plan (i.e., copy of the Title I Parent and Family Engagement Policy or Procedure; requirement 5.2) in order to be considered complete. Documentation, not just reference to the documentation must be included in the corresponding folder.

PLAN PREPARATION	
A	<p><i>According to §1114(b)(1-7), A Schoolwide Program Plan: (1) is developed over a one year period, or is amended from a prior plan; (2) is developed with the involvement of parents and other members of the community to be served, and individuals who will carry out such plan; (3) remains in effect for the duration of the school's participation as a Schoolwide Program; (4) is available to the local educational agency, parents, and the public, in an understandable and uniform format; (5) if applicable, is developed in coordination with other Federal, State and local services; (6) is based on a comprehensive needs assessment, and; (7) includes a description of the strategies the school will be implementing to address the school needs.</i></p> <p>Plans shall include a Cover Page and a School Information page. NOTE: K-12 plans will NOT be accepted. Each school, (i.e., K-6, 7-8, 9-12) must have a plan specifically addressing its identified needs.</p> <p>In the process of creating the Schoolwide Program Plan the school is encouraged to include elements of the current Continuous Improvement Plan.</p> <p>NOTE: All required documents MUST be included. RECOMMENDATION: Write the narrative first, and then include documentation that supports the narrative.</p>
Schoolwide Plan Cover Page is complete. (Please use template provided by NDE)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School Information page is complete.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
SECTION A COMMENTS: <i>Under School Information.....Average Class Size number/% is missing? Correction received on 5.5.20 KTR.</i>	
COMPONENTS OF A SCHOOLWIDE PROGRAM	

1	§1114(b)(6) and §1114 (b)(2) Requirement: Comprehensive Needs Assessment			
	Omit student names on all documentation.			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
1.1	<i>Required Documentation: The narrative will describe 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.</i>			3
	The district provides training opportunities for administration and staff to understand how to disaggregate data by subgroups and to utilize the data to facilitate the planning process.	Disaggregated data from the comprehensive needs assessment is used in the analysis to plan instruction.	A systemic approach to using the data to modify instruction is in place.	
1.2	<i>Required Documentation: The narrative will describe how information from the parents and community was gathered to identify the needs of the school. Include documentation that supports the narrative.</i>			2
	Parent/community input was gathered that identified the needs of the school through one activity. Describe the activity and how the results were used in the needs assessment. <i>Note: If the activity was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.</i>	Parent/community input was gathered that identified the needs of the school through two activities. Describe the activities and how the results were used in the needs assessment. <i>Note: If one of the activities was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.</i>	Parent/community input was gathered that identified the needs of the school through three or more activities. Describe the activities and how the results were used in the needs assessment. <i>Note: If one of the activities was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.</i>	
1.3	<i>Required Documentation: The narrative will describe the on-going improvement efforts, which should support the Continuous School Improvement Plan. Documentation will include action plans from the Continuous School Improvement Plan.</i>			3
	The Continuous School Improvement Plan identifies on-going improvement efforts.	The Continuous School Improvement Plan identifies on-going improvement efforts that address students' needs.	The Continuous School Improvement Plan clearly identifies on-going improvement efforts, identified strategies, resources, and interventions to meet the school's goals and student needs.	
SECTION 1 COMMENTS:				

2	§1114 (b)(7)(A) Requirement: Schoolwide reform strategies			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
2.1	<p><i>Required Documentation: The narrative will describe the additional assistance provided for students at risk of not meeting the challenging state academic standards. Evidence of the additional assistance provided.</i></p> <p>The schoolwide plan includes strategies to address the needs of <i>all</i> children in the school, but particularly those at risk of not meeting the challenging state academic standards and addresses how the school regularly monitors and revises the plan based on student needs.</p> <p>The schoolwide plan includes strategies to address the needs of <i>all</i> children in the school through student services; but particularly the needs of those at risk of not meeting the challenging state academic standards and addresses how the school regularly monitors and revises the plan based on student needs.</p> <p>The schoolwide plan includes strategies to address the needs of <i>all</i> children in the school, but particularly those at risk of not meeting the challenging state academic standards which may include counseling, student services, mentoring, career and technical education programs, or professional development. The plan addresses how the school regularly monitors and revises the plan based on student needs.</p>			2
SECTION 2 COMMENTS:				
3	§1112(c)(6) Requirement: Qualifications of instructional paraprofessionals			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
3.1	<p><i>Required Documentation: The narrative will describe the procedure(s) used to make sure all instructional paraprofessionals in the school meet the ESSA requirements. Transcript review or training certificate or NSSRS paraprofessional validations will be included.</i></p> <p>All Instructional Paraprofessionals must meet the ESSA requirements of having a High School diploma or GED and 48-semester credit hours or equivalent, <u>or</u> an associate degree from an accredited college, <u>or</u> have passed one of the state-approved assessments.</p> <p>All Instructional Paraprofessionals meet the ESSA requirements and are provided introductory training focused on student needs.</p> <p>All Instructional Paraprofessionals meet the ESSA requirements and are provided introductory and ongoing training specifically designed for paraprofessionals and/or all staff focused on student needs.</p>			3
SECTION 3 COMMENTS: <i>Ongoing training for your para's is a win-win!</i>				

4	§1114(b)(7)(A)(iv) Requirement: High quality and ongoing professional development			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
4.1	<p><i>Required Documentation: The narrative will describe the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. A list of professional development activities tied to standards and needs assessments, and a list of participants will be included.</i></p> <p>Ongoing professional development and other activities to improve teacher effectiveness and use of data to guide instruction.</p> <p>Ongoing professional development and other activities to improve teacher effectiveness and use of data to guide instruction especially targeted to those subgroups of students at risk of failing to meet challenging State academic standards.</p> <p>Ongoing professional development and other activities to improve teachers, paraprofessionals and other school personnel effectiveness and use data to guide instruction, especially targeted to those subgroups of students at risk of failing to meet challenging State academic standards.</p>			3
SECTION 4 COMMENTS: District & Buildings do a nice job with P.D. for Faculty				
5	§1116(a-f) Requirement: Strategies to increase parent and family engagement			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
5.1	<p><i>Required Documentation: The narrative will describe how the School-Parent Compact was jointly developed and how it is distributed. A copy of the school-parent compact.</i></p> <p>The compact was developed with staff and parents and meets the requirements below.</p> <p>Staff and parents were involved in the development of the compact, and reviewed at the annual parent meeting. The compact meets the requirements below.</p> <p>Staff, parents and students (secondary only) were involved in the development of the compact; reviewed at the annual parent meeting and at least one other time per year. The compact meets the requirements below.</p> <p>See section below for Compact Requirements. All requirements must be included to receive a score.</p>			2
<p>A Title I School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. Such compact shall:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards; <input type="checkbox"/> the ways in which parents will be responsible for supporting their children's learning; (For example: volunteering in their child's classroom, participating in decisions relating to the education of their children and positive use of extracurricular time) <input type="checkbox"/> address the importance of communication between teachers and parents on an ongoing basis <p style="text-align: center;"><i>Parent signatures are encouraged, but not required.</i></p>				

5.2	<p><i>Required Documentation: The narrative will describe how the parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. A copy of the school level Title I Parent and Family Engagement Policy or Procedure is included.</i></p> <p>A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), was developed with parent and family input.</p> <p><i>(Does not need to be Board approved.)</i></p> <p>See section below for Title I Parent and Family Engagement Policy or Procedure Requirements.</p>	<p>A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), was developed with parent and family input and is distributed/shared with parents and family.</p> <p><i>(Does not need to be Board approved.)</i></p>	<p>A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), was developed with parent and family input and is distributed/shared with parents and family and is reviewed and updated at the annual Title I parent meeting.</p> <p><i>(Does not need to be Board approved.)</i></p>	3
	<p>The school has a policy that meets the requirements of ESSA. The policy shall include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> schools shall provide opportunities for the participation of parents and family members including those with migratory children, limited English proficiency, or have disabilities. Parent shall be notified of the Parent and Family Engagement Policy, information related to school and parent programs, meetings, and other activities in an understandable and uniform format and to the extent practicable provided in a language the parents can understand; <input type="checkbox"/> convene an annual parent meeting scheduled at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. <input type="checkbox"/> involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school Parent and Family Engagement Policy; <input type="checkbox"/> provide opportunities for parents and family members to participate in decisions relating to the education of their children. The school shall provide other reasonable support for parental involvement activities; <input type="checkbox"/> provide parents of participating children timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand; <input type="checkbox"/> educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners; <input type="checkbox"/> coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children. 			
5.3	<p><i>Required Documentation: The narrative will describe how and when the Title I parent meeting is/was held informing parents of the school's participation in Title I. A copy of the sign in sheet and agenda from the annual Title I parent meeting are included.</i></p> <p>At least one Title I parent meeting is held annually. The meeting shall inform parents of the school's participation in the Title I program, explain the requirements of Title I and the right of the parents to be involved. Translation provided as needed.</p>	<p>In addition to the annual Title I parent meeting, at least one additional Title I parent and family engagement activity is held. These are scheduled at various times to accommodate parents. Translation provided as needed.</p>	<p>In addition to the annual Title I parent meeting, two or more additional Title I parent and family engagement activities are held. These are scheduled at various times to accommodate parents. The importance of communication between teachers and parents is addressed on an ongoing basis. Translation provided as needed.</p>	1

SECTION 5 COMMENTS: *Need to add parent/family engagement activities through out school year here in order to get 2-3 additional points.*

6	§1114(b)(7)(A) and §1112(b)(10)(A)(B) Requirement: Transition plan			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
6.1	<p><i>Required Documentation: The narrative will describe the school's transition plan for incoming students to support, coordinate and integrate services from their previous program / school.</i></p> <p>The transition plan for incoming students provides support, coordination and integration of services.</p>			1
	The transition plan for incoming students provides for at least two activities for students, parents, and school personnel to support, coordinate and integrate services.	The transition plan for incoming students includes three or more varied activities for students, parents, and school personnel to support, coordinate and integrate services.		
6.2	<p><i>Required Documentation: The narrative will describe the school's transition plan for outgoing students as they move onto their next school / program / career.</i></p> <p>The transition plan for outgoing students from the school describes one activity to assist in the transition to their next level of education or career.</p>			2
	The transition plan for outgoing students from the school describes at least two activities to assist in the transition from the school to their next level of education. For high schools, this would be to postsecondary school and the coordination with institutions of higher education, employers, and other local partners.	The transition plan for outgoing students describes three or more activities to assist students in the transition to their next level of education. For high schools, this would be to postsecondary school and the coordination with institutions of higher education, employers, and other local partners; and through increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.		

SECTION 6 COMMENTS: *Could look to strenghten K-6 transition plans in order to earn additional rubric score.*

7	§1114(b)(7)(A) Requirement: Strategies to address areas of need			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
7.1	<i>Required Documentation: The narrative will describe how the Schoolwide Plan will increase the amount and quality of learning time within or beyond the instructional day.</i>			3
	The schoolwide plan describes one opportunity to increase the amount and quality of learning time within or beyond the instructional day.	The schoolwide plan describes two opportunities to increase the amount and quality of learning time within or beyond the instructional day.	The schoolwide plan describes three or more opportunities to increase the amount and quality of learning time within or beyond the instructional day.	
SECTION 7 COMMENTS: <i>Additional opportunities to increase academic time beyond instructional day are very good.</i>				
8	§1114(b)(5) Requirement: Coordination and integration of Federal, State and local funds; and community resources and services			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
8.1	<i>Required Documentation: The narrative will describe how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement.</i>			1
	The plan describes how coordination and integration of Federal, State, and local funds are used to support student achievement. (Federal funds may include Title II-A, IDEA, Title III, etc.)	The plan describes how the coordination and integration of Federal, State, and local funds are used to support student achievement for targeted populations. (Federal funds may include Title II-A, IDEA, Title III, etc.)	The plan describes how the coordination and integration of Federal, State, and local funds are used to support student achievement in all academic areas for all students. (Federal funds may include Title II-A, IDEA, Title III, etc.)	
SECTION 8 COMMENTS: <i>Could strengthen this area of the plan with additional artifact showing building general fund budget doc, any community business partner grants sought after would make this standard more robust.</i>				

COMMENTS ON OVERALL PLAN:

