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

<table>
<thead>
<tr>
<th>District Name:</th>
<th>Omaha Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Dist. No.:</td>
<td>28-0001</td>
</tr>
<tr>
<td>School Name:</td>
<td>Kellom Elementary</td>
</tr>
<tr>
<td>County District School Number:</td>
<td>070</td>
</tr>
<tr>
<td>School Grade span:</td>
<td>Early Childhod-6th grade</td>
</tr>
</tbody>
</table>

Preschool program is part of the Schoolwide Plan. (Mark appropriate box.) ☑ Yes ☐ No

Summer school program is part of the Schoolwide Plan. (Mark appropriate box.) ☑ Yes ☐ No

Indicate subject area(s) of focus in this Schoolwide Plan. ☑ Reading/Language Arts ☑ Math ☑ Other (Specify) Science & Behavior

School Principal Name: Carri L. Collins

School Principal Email Address: carri.collins@ops.org

School Mailing Address: 1311 N. 24th Ste 1 Omaha, NE 68116

School Phone Number: (402)344-0441

Additional Authorized Contact Person (Optional): Mrs. Morgan Grot

Email of Additional Contact Person: morgan.grot@ops.org

Superintendent Name: Mr. Mark Evans

Superintendent Email Address: mark.evans@ops.org

Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public. ☑ Yes ☐ No

Due to NDE March 31st Updated: June 2016
Names of Planning Team
(include staff, parents & at least one student if Secondary School)

Amy Schaap
Katie Anderson
Lauren Walker
Keara Allen
Ashley Wagner
Traci Fierro
Susan Ziola
Rena Sharp
Carri Collins
Morgan Grot

Titles of those on Planning Team

Parent
Kindergarten Teacher
1st grade Teacher
5th grade Teacher
5th grade Teacher
ESL Teacher
Counselor
2nd grade Teacher
Principal
SSL/Instructional Facilitator

School Information
(As of the last Friday in September)

Enrollment: 435
Average Class Size: 20
Number of Certified Instruction Staff:

Race and Ethnicity Percentages

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>13%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28%</td>
</tr>
<tr>
<td>Asian</td>
<td>8%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>44%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>2%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>8%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3%</td>
</tr>
</tbody>
</table>

Other Demographics Percentages

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
<td>86%</td>
</tr>
<tr>
<td>English Learner</td>
<td>26%</td>
</tr>
<tr>
<td>Mobility</td>
<td>25%</td>
</tr>
</tbody>
</table>

Assessments used in the Comprehensive Needs Assessment
(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>NeSA(Reading)</td>
<td>MAP</td>
</tr>
<tr>
<td>NeSA(Math)</td>
<td>F&amp;P &amp; LLI</td>
</tr>
<tr>
<td>NeSA(Science)</td>
<td>Lexia</td>
</tr>
</tbody>
</table>

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 Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.

We are fortunate to receive an annual school-wide data book from our district research department that provides multiple sources of data. As a
staff we are able to analyze our previous years data before we identify our needs analysis and areas of strength. We initially use this data to develop our professional development plan for the year as we select our high yield strategies that all teachers will field test & reflect on. As a team we also have implemented monthly data meetings that allow us to drill down even more on the needs of our students and identify specific plans of action to address areas of need and strategies to support academic growth.

1.2 Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.

At the building level we designate Parent Teacher Conferences as an opportunity to gain feedback from parents through the School Climate Survey that our school district provides. In addition to the district survey we distribute a school survey at the beginning of the year to gain additional input from our parents. We also schedule quarterly PTA meetings to allow opportunities for open dialogue between parents, community and staff.

1.3 Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.

Our school Improvement plan identifies our goals in the areas of Reading, Math, Writing, Science and Behavior based on the data results from the previous year. The job-embedded professional development plan aligns with our focus on the goals by providing our staff with high-yield instructional strategies to support with improved teaching and learning in the identified areas of need.

2. Schoolwide reform strategies

2.1 Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.

-Within our job-embedded Professional Development cycle we analyze data, categorize students' needs, identify best practice strategies for teachers to field test, follow up with reflective conversations during staff meetings, view student artifacts and grade with corresponding rubrics and plan for peer observations during grade level meetings.
-As a team we focus on meeting the needs of the whole child by holding bi-monthly student support meetings that identifies student concerns in the following areas: attendance, behavior and academic and provide an
action plan to support the specific needs of the students and their families.

### 3. Qualifications of instructional paraprofessionals

#### 3.1 Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.

In our professional development plan we schedule monthly paraprofessional meetings that supports the ability of our instructional paraprofessionals to support the classroom teachers with meeting the varied instructional needs of our students. This year we have worked on supplying our paras with strategies that align with our goals in our school-improvement plan.

### 4. High quality and ongoing professional development

#### 4.1 Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.

We believe in job-embedded professional development following the 4 step PD cycle. We call on our teachers as the experts and ask that teachers present instructional strategies to their colleagues that teachers can take back to their classrooms and field test for about a month before coming back together to discuss the effect of the implementation and produce student artifacts that support their conversations. During our Instructional grade level meetings we schedule Peer observations displaying the successful implementations of the high-yield instructional strategies and during our Data grade level meetings we have very targeted conversations on how to continue academic growth. If we see that a specific student is struggling to make progress, we identify an action plan (see examples from the Data binder).

### 5. Strategies to increase parental and family engagement

#### 5.1 Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.

On an annual basis our parents are involved in reviewing the School compact at one of our quarterly Parent-Teacher Association meetings. The School Compact is embedded into our Student handbook. When the
parent reviews the contents of the handbook they are able to view the compact and sign in agreement on the handbook card. We also include the compact language on a Parent-Teacher conference planning form that is discussed at all conferences 3rd-6th grade.

| 5.2 | Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder. |

At one of our quarterly Parent-Teacher Association (PTA) meetings we embed this dialogue and input into the agenda and is led by our building principal.

| 5.3 | Please provide a narrative below explaining how, when and where 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. |

- At the same meeting where we discuss the language in the compact, the Title 1 parent and family engagement policy, the building principal also discusses with parents and community the ins and outs of being a Title 1 school. At every parent meeting we have parents and teachers sign in to show they received this information.  
- We also hold an annual Literacy Night where we promote the love of reading through book giveaways, an outside storyteller, literacy activities at each grade level and dinner is provided.

### 6. Transition Plan

| 6.1 | Please provide a narrative below explaining the school’s transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder. |

Every year we schedule a Kindergarten Round-Up and Early Childhood Application days. Parents of incoming Kindergartners and Early Childhood students are invited to these programs. During these events parents hear from school staff on various ways to prepare their students before entering these grades. The parents also learn about average schedule of their day and allow for questions. The incoming Kindergarten students are also invited into the classrooms to gain a learning experience alongside current students. We also partner with Kellom Educare and provide a scheduled morning where the incoming students visit a classroom and experience the structure and learning that happens during the day.

| 6.2 | Please provide a narrative below explaining the school’s transition plan from elementary to middle |

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Updated: June 2016
-Our school counselor embeds lessons into her teaching with our 6th graders that supports with some of the experiences that our students will encounter during middle school (i.e. schedules, transitioning between classes and how to use a locker with a locker combination).

-We also partner with Partners for Kids (P4K) to identify students that will be attending a P4K middle school to ensure that they sign up for the P4K supports at the middle level (i.e. small group sessions, goal setting & mentoring support).

-We schedule various counselors from the middle schools to come out and share information about their schools and allow for a questions and answers session with our students.

Please provide a narrative below explaining the school’s transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.

Please provide a narrative below explaining the school’s transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.

7. Strategies to address areas of need

Every year we provide extended learning opportunities in three ways. Our first is our Strategic Tutoring Program. This tutoring program is led by our classroom teachers and is offered to all students (K-6) twice a week. The teachers utilize data before they develop their lesson plans for the week. The tutoring is offered to students not meeting grade level expectations in Reading, Writing and Math. Also, our second instructional support happens during the school day where we’ve identified students that are on the bubble of meeting grade level expectations and we felt if they received an additional opportunity to practice skills they could make the growth needed. We have developed an AYP supports team consisting of our Specialists teachers (Music, Art, PE & Library) where we have identified time in their schedules allowing them to push into classrooms and provide small group instruction on skills not yet mastered. Our last extended
Due to NDE March 31st  Updated: June 2016

learning opportunity is our Summer "Camp" program. This program is offered in the month of June to students not meeting grade level expectations in the core subjects of Math, Reading and Writing. During our summer program we provide academic sessions in the morning and enrichment in the afternoons each day. We plan all academic and enrichment around a weekly theme and even budget for outside field trips to enhance their learning.

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

| 8.1 | Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder. |

In our school-wide plan we embedded a year-long professional development plan that supports our goals in the areas of Reading, Writing, Math and Science. In many areas of the PD plan we utilize Title 1 funds to support with purchasing additional materials and resources to effectively implement our PD plan with staff. Also, our General budget is departmentalized to show how we have allocated funds to support each discipline school-wide.

| 8.2 | Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder. |

We have wonderful Community Partnerships that work closely alongside our staff and support our academic focus on students/family success.

1) The following partners help us to support the success of the whole child (behavioral, mental, social, emotional & academic) and even extends beyond the child to the family to ensure that the student and their families needs are being met by providing the resources needed to support with overall family success. We have support through the following school-based partnerships: CHI LMHP Mental Health therapist, Charles Drew health clinic that provides physical and behavioral health, Lutheran Family Services and Title 1 family liaison.

2) Partnership for kids (P4K): This partnership allows our school to improve access to educational opportunities through early intervention targets (through quarterly goal setting) by bringing together parents, teachers and community to improve achievement and recognize their success through Goal buddy visits and quarterly goal success.
celebrations.
3) Pilgrim Baptist Church: We have a strong partnership with this local church as they support our focus on active parent participation by providing van services at both our Fall and Spring Parent Teacher conferences. This church graciously drives around our community and picks up families that don't have transportation to allow them to attend their child's conference with school staff.
4) Teammates: This mentoring program has been a wonderful support to our intermediate students (4th-6th). Our counselor works with the Teammates program to identify mentors in the community and connect them with students in need of a strong mentor-mentee relationship. The mentor consistently visits the school and reinforces the skills and areas of focus that our staff are currently working with that particular student on. Many of our mentors are Creighton University students because of our close proximity to the Creighton campus and long-standing partnership with departments on the campus.