

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:		Benson West Elementary School	
County District School Number:		044	
School Grade span:		K - 5th	
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) __EL, MTSS-B, and Attendance__	
School Principal Name:		Steve Soto	
School Principal Email Address:		steven.soto@ops.org	
School Mailing Address:		6652 Maple Street Omaha, NE. 68104	
School Phone Number:		531-299-1120	
Additional Authorized Contact Person (Optional):		Sarah Assmann	
Email of Additional Contact Person:		sarah.assmann@ops.org	
Superintendent Name:		Matthew 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

Names of Planning Team (include staff, <i>parents</i> & at least <i>one student if Secondary School</i>)			Titles of those on Planning Team		
Tara Lane			Parent		
Megan Schumacher			Administrator		
David Eikenbary			Instructional Facilitator		
Jenna Carstenson			Counselor		
Jennifer Johnson			Literacy Facilitator		
Sarah Assmann			Parent		
_____			Teacher		
_____			_____		
_____			_____		
_____			_____		
_____			_____		
_____			_____		
_____			_____		
School Information <i>(As of the last Friday in September)</i>					
Enrollment: 431		Average Class Size: 18		Number of Certified Instruction Staff: 41	
Race and Ethnicity Percentages					
White: 32.9 %		Hispanic: 9.8 %		Asian: 20.2 %	
Black/African American: 27.5 %		American Indian/Alaskan Native: .4 %			
Native Hawaiian or Other Pacific Islander: .2 %			Two or More Races: 9 %		
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>					
Poverty: 84.8 %		English Learner: 17.7 %		Mobility: 9.1 %	

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	NSCAS - A
MAP	InView
Amira K- 3	
ELPA21	

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>
Amira data was used to formulate intervention groups in 2nd grade. We specifically selected 2nd grade since they are moving from learning to read to reading to learn. We were also able to hire an interventionist to serve these students. We used the F&P Reading Level gradient to determine students who were on grade level, those slightly below grade level, and those significantly below grade level. With that information, we formulate groups to target the student's reading needs. The interventionist is a former 1st grade teacher. We are able to serve 36% of the grade level. MAP Data was used to determine students who need intervention in math and reading. During the school day, students are pulled for specific intervention time to focus on unfinished learning. The MAP Data provided us with RIT to close achievement gaps.	
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>
The district provides a survey opportunity for all parents at Benson West ES. Principals are allowed to preview the questions and make any suggestions to better gather the necessary information for our school community. That information is collected and presented to campuses through the yearly databook.	
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>
The SIP One-Pager was created to focus on specific skills as look-fors that represent how we grow and improve in each category of teaching and learning. That information was shared with teachers, parents, and the community as it is posted on the campus website.	

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>
Weekly tutoring is offered in the building to improve reading and/or math. In addition, the campus has provided training to ensure the consistency of the SAT Process for struggling students. Last, the district is offering Next Level Learning to all students who are enrolled at Benson West ES due to the lack of instruction during the pandemic.	

3. High quality and ongoing professional development

3.1	<i>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.</i>
Based on the SIP One-Pager and PD Plan, we formulate professional development from these ideas. In addition, as we conduct weekly classroom observations using the Coaching and Feedback Form, which was created from the one-pager, we determine PD ideas from that data. Furthermore, as we used the Coaching and Feedback Form, we tweaked the document to provide more information to teachers from their observation.	

4. Strategies to increase parent and family engagement

4.1	<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>
This is developed by the district and distributed to parents through the campus Smore, School Messenger, and handbook. This was included in the Title I Meeting which was held January 21, 2021.	
4.2	<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>
This is developed by the district and distributed to parents through the campus Smore, School Messenger, and handbook. This was included in the Title I Meeting which was held January 21, 2021.	
4.3	<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>
Due to the COVID, we held our Title I Meeting virtually and in conjunction with our Literacy Night.	

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>
We hosted a Kindergarten Round-up during the month of January. Parents were allowed to sign-up to come to the campus and register their child for Kindergarten. In the spring due to COVID, we conducted a virtual Open House to introduce our teachers and provide an overview of Benson West.	
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>
The counselor at Benson West works with the middle school in our feeder pattern to ensure a smooth transition to middle school. If a student is attending a different middle school than our feeder pattern, the counselor works with that middle school to ensure the necessary information is communicated to the family/student. In addition, the counselor provides guidance lessons to prepare students for what to expect in middle school, i.e., school locker combinations.	

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>
Next Level Learning 2021, tutoring afterschool, interventionist during the school day, and intervention provided in each classroom daily in reading and math.	