

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District School Number in the table below.

Date of Review:	January 9, 2026
District Name:	Omaha Public Schools
School Name:	Jefferson Elementary
County-District- School Number: xx-xxxx-xxx	28-0001
Grades Served with Title I-A Funds: (PK is rarely served)	K-6
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. (Mark appropriate box)	<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 checked="" type="checkbox"/> Other (Specify) MTSS-B, Dropout Prevention, Science, College to Career
School Principal Name:	Jennifer Schlapia
School Principal Email Address:	jennifer.schlapia@ops.org
School Mailing Address:	4065 Vinton St Omaha, NE 68105
School Phone Number:	531-299-1640
Additional Authorized Contact Person (Optional):	Jennifer Lochmiller
Email of Additional Contact Person:	jennifer.lochmiller@ops.org
Superintendent Name:	Mr. Matthew Ray
Superintendent Email Address:	matthew.ray@ops.org

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
MAP	NSCAS
Phonics Mastery Guides	Amira/Lexia
Structured Literacy Assessments	Common Summative/Formative Assessments
ELPA	InView

The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

Please write a narrative in each box below to correspond to the Rating Rubric.

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>
	<p>At Jefferson, we use disaggregated data on a regular basis to make instructional decisions. Data tracking happens all year using data tracking sheets that monitor students' phonics mastery (K - 3), writing achievement (K - 6), and MAP (K - 6) growth throughout the year. Conversations about our data and its instructional implications happen at grade level and growth meetings monthly. Our data and the conversations we have about it informs every decision we make from staffing to resource allocation. We use the data we collect to select students for targeted reading, math, and writing interventions provided by classroom teachers, classroom instructional paraprofessionals, and interventionists based on specific student needs.</p> <p>In our folder you will see our data tracking sheets which help us identify the needs of all children and strategically place at risk students into intervention groups. You will also see schedules for classrooms that include intervention time and schedules for interventionists.</p> <p>The Data book has NSCAS data</p>
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>
	<p>We value input from parents and the community and see them as important partners. Information is gathered from parents and community in a variety of ways. Jefferson has a parent partnership group called the Jefferson Family Club. At the beginning of the year all families were invited to participate in our club which meets monthly to identify the needs of the school and organize various activities and event to help meet those needs. We also have several community partnerships. For example, we have a partnership with Embrace Teachers and Latinos United. Building leadership meets with our community partners throughout the year to discuss the needs of the school and ways we can address those needs.</p> <p>We have a large Spanish speaking population and it is vital that our Spanish speaking families feel welcome and involved. To address this we send home all communications in both Spanish and English and ensure we have interpreters at all school events.</p> <p>In our folder you will see the Jefferson Family Club information letter in both English and Spanish as well as the schedule of meetings. The data book also shows the parent climate survey results on page 7.</p>
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
	<p>Our Continuous School Improvement Plan is based on data we collect on our school climate, behavior/attendance, and student academic achievement. We use the OPS school improvement plan template which requires goals for NSCAS and MAP in academic areas.</p> <p>When we write the plan, which is done annually, we use our data to choose improvement strategies strategically. For example, our demographic data shows that we have a high EL population, so this year we embedded high yield EL strategies into our SIP (school improvement plan). We also included data tracking in our plan to ensure the strategies we chose are positively affecting student learning. We also use our SIP goals and strategies to guide teachers as they create their coaching goals. We present professional development</p>

related to our School Improvement Plan to staff at grade level meetings and staff meetings. Our paraprofessionals are also provided professional development several times a year. Professional development is a school-wide effort that includes certified and classified staff. In our folder you will see our current School Improvement Plan that we reference and revise throughout the year as well as our coaching goal setting forms. You will also see our PD plan which is aligned to our SIP.

2. Schoolwide reform strategies

2.1 *Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.*

As stated in the narrative for 1.1 we continually gather and analyze student data including phonics mastery, MAP math, MAP reading, and MAP science, and writing achievement quarterly. This data is discussed and analyzed at grade level and growth meetings each month. Through these meetings we identify struggling students and create plans that involve specific and targeted interventions to meet their needs. We also offer before school tutoring twice a week to students who struggle academically as well as homework help for intermediate students.

Included in our folder are data tracking sheets and intervention schedules.

3. High quality and ongoing professional development

3.1 *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.*

Professional development occurs throughout the year in staff, grade level, and interest based meetings. The topics are driven by our school improvement plan, data analysis, and observations through classroom coaching visits.

Teachers learn about best instructional practices through our PD presentations at staff meetings and discussions of strategies at grade level meetings. Data is analyzed throughout the year through whole staff data activities that focus on big picture data to subgroup and individual student data analysis in grade level/growth meetings, resource, and ESL meetings. Whole class data analysis occurs with classroom, ESL, and resource teachers once a month. Growth meetings occur monthly with classroom teachers to track the progress of struggling students and monitor the effectiveness of SAT interventions.

In our folder is a professional development presentation used at a staff meeting as well as agendas from our grade level, ESL, and resource monthly meetings. You will notice much of the discussion at grade level, ESL, and resource meetings revolves around meeting the needs of our at risk subgroups. We have also included our SIP plan as it is the outline we use for PD and data tracking throughout the year to stay on track with our long range SIP goals.

4. Strategies to increase parent and family engagement

4.1 *Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.*

The School-Parent Compact is one of the items addressed at our annual parent meeting which was held this year on September 12, 2022. We include the school-parent compact in our student handbook which every student gets a copy of at the beginning of the year. It includes the school's responsibilities, parents' responsibilities, and the importance of communication between parents and teachers. Parents sign paperwork at the beginning of the year that they have read the student handbook. One way that we fulfill the obligation of providing ongoing communication with families is through newsletters, flyers, and letters that go home to

parents.

In our folder you will see an example of a letter that went home to Jefferson families as an example of how we communicate. You will also see our handbook that includes our compact on page 17 and the sign-in sheet from our annual parent meeting.

4.2 *Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.*

The Title I Parent and Family Engagement Policy and Procedure was developed with input from our Jefferson Family Club members at our annual Title I meeting. Additionally, ongoing conversations about Parent and Family Engagement Policies and Procedures happen regularly at our Jefferson Family Club meetings held throughout the year. At the meetings we prioritize what parents and families want in terms of family events and it was decided that our focus should be more on creating enjoyable and free family events throughout the year. This includes our Trunk or Treat event at Halloween, Science Night and Holiday Family Night which included pancake man, a Santa visit, crafts and performances by our school chorus. A Children's day festival and a BINGO night will also be held later in the year.

We keep families aware of our family events through bilingual communications such as flyers sent home with students, our newsletter, Class Dojo app messages, phone calls, and advertising them on our outdoor sign. Accessibility for our non-English speaking families is a priority for our school.

In our folder you will see sign-in sheets from our Jefferson Family Club meetings. You will also see a picture of an event sponsored by our Jefferson Family Club. The sign-in sheet from our annual Title I parent meeting is also included.

4.3 *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.*

Jefferson's annual Title I parent meeting is held in conjunction with a Jefferson Family Club meeting. This year it took place on September 12, 2022. During the meeting Admin. spoke about our school's participation in Title I and how it affects our students. She discussed how Title dollars are spent in the school and ideas for upcoming family nights at Jefferson.

The sign-in sheet from that Jefferson Family Club meeting is included as documentation of this annual event

5. Transition Plan

5.1 *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).*

Jefferson kindergarten transition plan includes kindergarten round-up with incoming students. The Jefferson administration, bilingual liaison, counselor, nurse, and classroom teachers share information about the school and our Jefferson Collaborative Community. Families that attended Kindergarten round- up received a tour of the school and visited all the kindergarten classrooms. The event this year was held after school hours so the families could explore for a longer length of time.

In our folder you will see the letter that went home announcing our KDG round-up.

5.2 *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).*

As Jefferson students move from the primary grades (K - 2) to the intermediate grades (3 - 6) we provide additional support through tools like an agenda and homework folder for each student.

Jefferson Elementary uses many strategies to encourage and ensure that all 6th grade students have a successful transition to middle school, including:

*Use of agenda

- *Use of lockers
- *School counselor facilitates focused lessons on transitioning to middle school
- *School counselor facilitates middle school placement
- *Increased independent work and focus on problem solving with 6th graders
- *Various middle school presentations
- *School visits organized for specialized cases

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>
	<p>Our schoolwide plan outlines goals that are clear and measureable. We do a variety of data-tracking and progress monitoring activities throughout the year to track our progress towards meeting those goals and to identify students who need additional support in meeting those goals. We schedule intervention time into classroom schedules to increase the amount and quality of learning time within the instructional day. In grades 3 - 6 we also departmentalize to increase the amount and quality of learning time within the instructional day. We also have Grab and Go breakfast which gets students into their classrooms immediately in the morning so learning can start right away. Before and after school tutoring is offered on Tuesdays, Wednesdays & Thursdays and lengthens the instructional time for our most academically needy students. Students are invited to the tutoring program based on their needs identified using MAP data. Finally, optional school clubs extend the school day for students and allow them to explore an interest area such as robotics, football, basketball, volleyball, Mariachi and Chorus.</p> <p>Included in folder are classroom schedules, tutoring information, and after school club information.</p>

7. Consolidation OR Coordination and Integration of Federal, State, or local Funds

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). (<i>If you choose not to consolidate, N/A is acceptable.</i>)
	N/A