

Title I Schoolwide Plan

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

Date of Review:	October 14, 2025
District Name:	Omaha Public Schools
School Name:	Wilson Focus Elementary
County-District-School Number: xx-xxxx-xxx	28-0001-046
Grades <u>Served</u> with Title I-A Funds: (PK is rarely served)	3rd, 4th, 5th and 6th grade
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 type="checkbox"/> Yes <input checked="" 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) Science and MTSS__
School Principal Name:	Briana Larsen
School Principal Email Address:	briana.larsen@ops.org
School Mailing Address:	5141 'F' Street Omaha, Ne 68117
School Phone Number:	531-299-2260
Additional Authorized Contact Person (Optional):	Andrew Nabity
Email of Additional Contact Person:	andrew.nabity@ops.org
Superintendent Name:	Mr. Matthew Ray
Superintendent Email Address:	matthew.ray@ops.org

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Ashley Watkins	<u>Parent</u>
Briana Larsen	<u>Administrator</u>
Andrew Nabity	Instructional Support
Brass Beck	Parent
Kyanna Dooley	Parent
Sarah Brons	Parent
Serena Smith	Parent
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_____	_____
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School Information

(As of the last Friday in September)

Enrollment: 202	Average Class Size: 21	Number of Certified Instruction Staff: 19
Race and Ethnicity Percentages		
White: 30.69 %	Hispanic: 24.75 %	Asian: 1.49 %
Black/African American: 33.17 %	American Indian/Alaskan Native: %	
Native Hawaiian or Other Pacific Islander: %		Two or More Races: 9.9 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 68 %	English Learner: 5 %	Mobility: 5.8 %

Assessments used in the Comprehensive Needs Assessment

(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

MAP ELA and Math	ELPA Results
NSCAS ELA, Math & Science	Mathematics Topic Assessments
Amira Benchmark	Reading Module Assessments
Amira Dyslexia Screener	
Confirm all Instructional Paras are Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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	<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 curriculum, instruction, and assessment decisions.</i></p>
	<p>Wilson Focus utilizes multiple data sources to identify the academic needs of each student, with a focus on students who are failing or at risk of failing to meet Nebraska State academic standards. Data reviewed included Spring 2024–2025 NSCAS English Language Arts results, September 2025 and December 2025 MAP Growth and Achievement data, and ongoing progress monitoring data from SuccessMaker, Amira, and Lexia. Subgroup data for students receiving English Language (EL) services, students with Individualized Education Programs (IEPs), and students with 504 Plans were analyzed to ensure equitable access to instruction and targeted supports.</p> <p>Data analysis identified gaps in foundational reading skills, fluency, and comprehension across grade levels, particularly among students performing below the 50th percentile and those identified with reading difficulties. In response, Wilson Focus developed a master schedule that prioritizes access to grade-level instruction while ensuring the delivery of services required by individualized plans. All students receive core instruction in the general education setting. Special education and EL services are scheduled first to ensure compliance with service minutes and are delivered through push-in and pull-out models based on individual student needs.</p> <p>Grade 3 Assessment and Intervention</p> <p>All Grade 3 students are assessed three times per year using Amira to monitor reading progress and identify students with reading difficulties. Within the first 30 calendar days of the school year, teachers administer the Amira Benchmark Assessment to determine student placement within the three Thresholds for Identification outlined in the Reading Improvement Act.</p> <p>Students identified in any threshold category receive supplemental reading intervention during the school day in addition to core reading instruction. The master schedule includes designated intervention time for third-grade teachers to provide these supports. Intervention placement is determined using multiple data sources, including classroom formative and summative assessments, Amira results, and diagnostic assessments from HMH Into Reading.</p> <p>Approved intervention programs include:</p> <ul style="list-style-type: none">• Foundational Skills and Word Study Studio• Phonics Mastery Guides• Repeated Reading Protocol• Amira and Lexia• comprehension support <p>Student progress is monitored throughout the intervention period, with data reviewed at least quarterly. Interventions continue until data indicates the student no longer meets the criteria for reading difficulty. Students scoring above threshold levels are also monitored to ensure continued progress toward grade-level reading proficiency by the end of Grade 3.</p>

Grades 4–6 Intervention

For students in Grades 4–6, MAP Growth data is used to identify students performing below or near the 50th percentile. Identified students receive targeted small-group instruction and intervention from classroom teachers and instructional specialists. Instruction is aligned to grade-level standards and focuses on addressing skill deficits identified through assessment data.

The Special Instruction Teacher collaborates regularly with general education teachers to review student goals, progress monitoring data, instructional strategies, and required accommodations and modifications outlined in IEPs. This collaboration ensures instructional alignment, compliance with individualized plans, and continuous monitoring of student progress.

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>
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Parent input is collected through multiple avenues within Omaha Public Schools and the Wilson Focus Program. Families provide feedback through anonymous Climate and Principal Appraisal Surveys, participation in Wilson Focus Parent Pride PTO meetings, communication with the Community School Family Engagement Department, service on the District Citizens Advisory Committee, and direct communication with Wilson Focus staff.

1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
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The comprehensive needs assessment process ensures that instructional decisions are data-driven and responsive to student needs. Assessment results inform curriculum pacing, intervention selection, instructional grouping, and resource allocation. This systematic approach ensures equitable access to high-quality instruction, targeted interventions, and ongoing progress monitoring so that all students—particularly those at risk—receive the support necessary to meet or exceed State academic standards in English Language Arts.

Wilson Focus maintains a culture of continuous improvement through intentional, data-informed professional development. Leadership and staff routinely analyze student achievement data, classroom observation data, and progress monitoring results to identify instructional strengths and areas for growth. This evidence-based process ensures professional learning is aligned to student needs and supports improved instructional effectiveness.

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.</i>
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All Grade 3 students are assessed three times per year using Amira to monitor reading progress and identify students with reading difficulties. Within the first 30 calendar days of the school year, classroom teachers administer the Amira Benchmark Assessment to determine student placement within the three Thresholds for Identification established by the Reading Improvement Act.

Students identified within any threshold category receive supplemental reading intervention during the school day in addition to core reading instruction. The master schedule includes designated intervention time for third-grade teachers to deliver these supports. Teachers use multiple data sources—including formative and summative classroom assessments, Amira results, and diagnostic assessments from HMH Into Reading—to determine the most appropriate intervention for each student.

Approved intervention programs include:

- Foundational Skills and Word Study Studio: Small-group reteaching of whole-group
- Phonics Mastery Guides: Explicit instruction in letter–sound relationships and blending
- Repeated Reading Protocol: Development of reading fluency, accuracy, and expression
- Amira and Lexia: Technology-based, personalized reading support
- Leveled Literacy Intervention (LLI): Used selectively for additional comprehension support

Ongoing progress monitoring occurs throughout the intervention period, with intervention data reviewed at least quarterly. Students continue to receive support until Amira data indicates they no longer meet the criteria for reading difficulty. Students scoring above threshold levels are also monitored to ensure continued progress toward reading at or above grade level by the end of third grade.

Grades 4–6 Intervention

For students in Grades 4–6, MAP Growth data is used to identify students performing below or near the 50th percentile. Identified students receive targeted small-group instruction and intervention support from classroom teachers and instructional specialists. Instruction reinforces grade-level standards, addresses identified skill gaps, and provides additional practice aligned to daily instruction and assessment results. The Special Instruction Teacher collaborates regularly with general education teachers to review student goals, progress monitoring data, instructional strategies, and required accommodations and modifications outlined in IEPs. This collaboration ensures instructional alignment to student needs and continuous monitoring of progress.

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 and related activities designed to strengthen instructional effectiveness include: identifying root causes of learning gaps, collaboratively developing and monitoring the Continuous School Improvement Plan, and analyzing student work. Staff implement targeted instructional strategies and evaluate their impact through classroom observations, the collection of low-inference observation notes, and ongoing analysis of student work. This improvement process is guided by the Plan–Do–Check–Act (PDCA) cycle and supported through Instructional Rounds to promote continuous improvement.

Professional development topics during the current school year include, but are not limited to:

- Phonics Mastery Guides
- Repeated Reading Protocol
- Foundational Skills and Word Study Studio
- Multi-Tiered System of Supports – Behavior (MTSS-B)
- Student Work Analysis Protocol
- Increasing Student Engagement and Instructional Rigor through Educational Applications

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 collaboratively developed annually with input from Wilson Focus Parent Pride PTO members to reflect shared expectations and priorities of the school community. Upon completion, the

compact is distributed to all families through the Student and Family Handbook to ensure consistent access and awareness.

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 is collaboratively developed annually with input from Wilson Focus Parent Pride PTO members to reflect the shared expectations and priorities of the school community. Once finalized, the policy is distributed to all families through the Student and Family Handbook to ensure consistent access and awareness.

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.*

The annual Title I Parent Meeting was held on October 14, 2025, to inform families of Wilson Focus's participation in the Title I program. The meeting was offered in both in-person and virtual formats via Microsoft Teams to maximize accessibility and family engagement. Parents received information regarding Title I services, program requirements, and the ways in which these supports enhance student learning. Opportunities were also provided for parents to ask questions and share feedback.

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).*

Wilson Focus students participate in Moving Up Day to support a smooth transition to the next grade level. During this experience, students meet their future teachers and learn about academic expectations for the upcoming year. Sixth-grade students attend their middle school Welcome Camp, and the school counselor provides transition-focused lessons to support readiness for the next phase of learning. In addition, incoming third-grade students are invited to tour the building and participate in Third Grade Round Up in the spring to become familiar with the school environment.

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).*

Wilson Focus students participate in Moving Up Day to support a smooth transition to the next grade level. During this experience, students meet their future teachers and preview the academic concepts they will explore in the upcoming year. Sixth-grade students attend their middle school Welcome Camp, while the school counselor provides transition-focused lessons to prepare students for the next phase of learning. Incoming third-grade students are invited to tour the building and participate in Third Grade Round Up in the spring to become familiar with the school environment.

6. Strategies to address areas of need

6.1 *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

Title I funding and planning increase both the amount and quality of learning time by providing additional academic supports.

Wilson Focus uses Title I resources to offer extended learning opportunities, including supplemental tutoring before school, allowing students extra time for skill development beyond the regular instructional day.

Title I planning also enhances the quality of instructional time by supporting the use of evidence-based interventions, instructional materials, and professional development for teachers. This ensures classroom instruction is aligned to student needs and delivered using effective strategies.

In addition, Title I funding enables Wilson Focus to host family engagement events that foster partnerships between families and the school.

Through intentional planning, data-driven decision-making, and family engagement initiatives, Title I funding helps maximize instructional time and improve student outcomes during and beyond the school day.

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	