

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:	Oak Valley Elementary
County District School Number:	149
Building Grade Span Served with Title I-A Funds:	PK-5
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<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 and Attendance __
School Principal Name:	Suzanne Prenger-Hagen
School Principal Email Address:	Suzanne.Prenger-Hagen@ops.org
School Mailing Address:	3109 Pedersen Dr. Omaha, NE 68144
School Phone Number:	531-299-1880
Additional Authorized Contact Person (Optional):	Sarah Christiansen
Email of Additional Contact Person:	Sarah.Christiansen@ops.org
Superintendent Name:	Matt Ray
Superintendent Email Address:	Matthew.Ray@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p align="center"><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center">Amber Ingalls Suzanne Prenger-Hagen Sarah Christiansen Jill Austin Zoe Oster Renee Guilfoyle Audra Gibbons Pam Krecek Allison Werts Christie Nielsen Grace Nodes</p> <p align="center">_____</p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"><u>Parent Administrator</u></p> <p align="center">Instructional Facilitator English Learner Teacher Pre-K Teacher Kindergarten Teacher 1st Grade Teacher Librarian 3rd Grade Teacher Gr. 4/5 Teacher SPED Teacher</p> <p align="center">_____</p>
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 230	Average Class Size: 17	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 43.4 %	Hispanic: 30.4 %	Asian: 2.1 %
Black/African American: 14.3 %	American Indian/Alaskan Native: * %	
Native Hawaiian or Other Pacific Islander: * %		Two or More Races: 8.2 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 67.4 %	English Learner: 14 %	Mobility: 8.7 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
MAP	
InView	
ELPA	

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

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>Oak Valley uses a systematic approach to modify instruction based on data. Multiple points of data are analyzed to develop a plan to improve student achievement and identify students at-risk. Student achievement data is examined from multiple sources. These include fall, winter and spring NWEA-MAP Assessments, NSCAS State Assessments, School Improvement progress monitoring data, classroom observations, and student and parent surveys. Student data is disaggregated by subgroups, analyzed from different angles, and used to make instructional decisions, including strategies for meeting the educational needs of all students. Other data points are also analyzed to support the whole child and set up the learning environment.</p> <p>Some examples of the data analyzed include:</p> <ul style="list-style-type: none"> • NSCAS Reading, Math, and Science Results • Snapshot Report – Demographics • NWEA-MAP Growth Results • InView Results • ELPA – State English Language Proficiency Assessment • Reading Benchmark and Running Record Data - Amira • Attendance • Suspension Rates / MTSS-B Tier 1 and Tier 2 data • Climate and Parent Voice Surveys • Tier 1 Core Curriculum Fidelity Observation • Intervention progress monitoring data <p>Our Continuous School Improvement Plan (SIP/CSIP) is a live working document which drives the decision-making and professional development at Oak Valley. All teachers have input and give feedback on the plan. Parents are invited to give feedback on the plan each year. The staff utilizes multiple data points and assessment results to analyze school strengths and areas of need. During data conversations with teachers, strengths, areas of need, and individual student growth goals are analyzed and an action plan is developed to address needs areas through lesson plan development for whole group, small group, and intervention.</p>
1.2	<p><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></p> <p>Oak Valley's parent/community input was gathered to identify the needs of the school through several activities and surveys. Oak Valley values and welcomes our community to be partners in educating our students. We gather feedback and apply the feedback from families in a variety of ways and throughout the school year. First, families are invited to complete a Parent Voice survey at any time throughout the year. Extra efforts to complete the survey are offered at fall and spring conferences, newsletters, posters with QR links around the building, and family events. The survey is offered in English and Spanish. The survey gathers data on the following areas: School Climate, School Safety, Communication, Instruction, Support Staff/Services, Equity/Respect for Diversity, Administration, and Parent Involvement. Office staff are also available to translate</p>

or help any family to complete the survey. The results of the survey, which can be found in the Oak Valley Data book or OPS online database, are used to identify areas of need and celebration. Parents are encouraged to voice ideas and concerns on the improvement plan, MTSS-B, and Title one. Lastly, the Parent Teacher Association is invited to share concerns or ideas to improve the quality of education for Oak Valley students or increase parent engagement and volunteer opportunities.

1.3 *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.*

Our Continuous School Improvement Plan is reviewed quarterly, and progress monitoring is on-going. Teachers reflect on their intentional efforts to improve instruction, share with colleagues about their successes, analyze common assessment products to monitor student growth on grade level standards, and the leadership teams collect data based on observations and learning walks. Coaching is provided by district supervisors, lead teachers, and administration aligned to the school improvement plan. Data from self-reflections and data walks are analyzed alongside the current MAP Growth data with the whole staff and professional goals are reaffirmed or revised to focus on continual growth. Staff meetings and grade level meetings are dedicated to analyzing and monitoring our progress towards our goals and improving student achievement.

In specific content areas we are strengthening our Tier 1 Core Instruction through the following strategies:

- Math – Engage all students in high quality tasks that promote reasoning and sense-making (productive struggle); Provide opportunities for students to engage in discourse and making connections between mathematical ideas and representations; Utilize common assessments as ongoing formative assessments as part of the instructional process
- English Language Arts – Use core resources to plan and deliver instruction based on state standards; Utilize common assessments and ongoing formative assessments to inform instruction; Provide instructional support to students needing additional assistance with reading to meet the requirements of the Nebraska Reading Improvement Act
- MTSS-B and Social Emotional Learning – Increase consistent use of MTSS-B essential components and effective classroom practices to increase learning time and improve classroom behavior.
- Attendance – Increase the students in the non-chronic domain

Additionally, Oak Valley offers tutoring for students who would benefit from continued support.

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. Provide supporting documentation in the corresponding folder.*

Intervention is provided during and outside of the school day based on assessments results. During the school day, students identified for intervention are taught by certified teachers using small group instruction, Phonics Mastery Guides, or as part of a Student Assistance Team plan. MAP scores, reading benchmark levels, and common assessments are also used to identify students who are at-risk and parents are notified if the student is in the at-risk range.

Teachers and students engage in goal-setting that focuses on student progress and growth. Before or after school tutoring is provided throughout the year based on areas of student need. Online tutoring services are available to students in grade 3-5. Additional practice is available through online programs (Lexia, Amira, iRead, SuccessMaker, and Paper). Students not meeting standards, receiving Special Education or English Learner services, or have attendance concerns are recommended for summer school. Student performing above level

participate in academic competitions and Gifted and Talented Education. Students transitioning to middle school attend a 3-day summer welcome session at their new middle school.

Social emotional needs are also a focus of our efforts. Students at-risk participate in individual or small group sessions, Tier 2 Check-In Check-Out plans, or individualized behavior plans to support their social emotional needs in order to increase their academic success. The Positive Action Center Facilitator offers behavioral support. Students at-risk are identified to be paired with a TeamMate Mentor. Our School Support Liaison leads attendance meetings twice a month with the attendance team, SSL, Counselor, Principal, and Attendance Secretary to intervene early with families and set up recognitions for improved attendance. Students and families are also referred to outside providers such as Project Harmony, SAFE, or community counselors to support their social emotional well-being. Families in need are provided resources such as the weekend backpack program, the food and clothing pantry, and community resources to support financial needs. We celebrate positives too during our monthly Owl of the Month assembly.

Additionally, students are positively and frequently recognized with "Hoots" and weekly with "Hoots of the Week" from each classroom. Students are celebrated and recognized for academic improvement. Classroom teachers incorporate Social Emotional Learning lessons into their morning meeting times and can find similar resources through our Teams link to keep language consistent throughout the school.

Based on the ongoing data collection (at least quarterly), monitoring, and trends, adjustments are made to the School Improvement Plan to ensure action plans are responsive and at-risk students are moving forward in their learning. Adjustments are made based on student needs and to improve academic success for all students while focusing on achieving school improvement goals.

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. Provide supporting documentation in the corresponding folder.

Oak Valley Elementary has an ongoing professional development for staff with a focus on student achievement. Professional development is provided for the whole staff and grade level specific. All are aligned to the district strategic plan and the school improvement plan.

The school leadership team attends monthly district Elementary Instructional Leadership Network meetings and professional development provided by OPS Curriculum Instruction and Support with focus on effective teaching practices, school improvement, coaching teachers, and evidence of student learning as well as monthly Academic Data Representative (ADR) meetings provided by OPS Research focused on student achievement data analysis and plans of action.

Certified staff participate in professional development that aligns to the school improvement plan and analyzing progress on the goals. Staff meetings that focus on professional development aligned to school improvement plan are scheduled twice a month. Grade Level Professional Learning Community Meetings that focus on analyzing multiple forms of formative and summative student data, intervention progress monitoring, common assessments, grade level learning goals, student artifacts, or action plans are scheduled every 10 school days. Teachers collaborate with each other, the leadership team, and district supervisors to increase the use of best instructional strategies that fit our students' needs. This includes meetings, observations, co-planning, monitoring student progress, and reflective conferences.

New teachers are provided additional PD. They participate in monthly district new teacher meetings and one release day for peer observations and in-depth conversations with their mentors. They also visit frequently with their in-building mentor and set and analyze their growth by reflecting on quarterly professional goals.

Optional professional development is also offered at the district and school level. Some topic choices included book studies, special education, behavioral/sensory needs, equity, early childhood, and social emotional learning.

Many of the staff seek professional development by obtaining advanced degrees in education such as EL, Literacy, and Administration. Paraprofessionals can also join the Para to Teacher Career Ladder Program to obtain a teaching degree.

Building leadership engage in feedback after classroom visits that align to the school improvement plan. Administration also engages teachers in reflective conversations around evidence of student success and engagement during classroom observations and the appraisal process.

Paraprofessionals also participate in professional development throughout the year that aligns with the school improvement plan, literacy, math, and social emotional development.

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>
<p>Parents and community members at Oak Valley have on-going opportunities to contribute to the development and implementation and evaluation of the school-parent compact. All family communications are available in English and Spanish.</p> <p>The Title One Plan is reviewed at the annual parent meeting. Parents are invited to help revise the plan or provide feedback on our school plans.</p> <p>The compact is also included in the Oak Valley Handbook, on the school website, and the monthly newsletter. The student handbook is shared with all families at the beginning of the year and is electronically available on their student's iPad, linked in the monthly newsletter, and the school website.</p>	
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>
<p>Parents and community members at Oak Valley have on-going opportunities to contribute to the development, implementation and evaluation of the building Family Engagement policy.</p> <p>An annual meeting is held to review Family Engagement Policy and to allow for parent input. Parents were given opportunity to give feedback at PTA meeting and an online feedback survey.</p> <p>The Family Engagement Policy is also included in the handbook, monthly newsletters, and school website. The student handbook is shared with all families at the beginning of the year and available on their child's iPad.</p>	

Communication to families and community is a key element in achieving parental involvement. Communication systems allow for Spanish translation or can be translated into numerous languages. Some examples include:

- Monthly school newsletter
- School website can be translated into numerous language
- School event flyers
- SeeSaw (messaging system) can be translated into numerous languages
- School messenger phone caller, text and email system
- Annual parent meeting to review Family Engagement Policy
- Teacher communication through monthly calendars and messages

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. Provide supporting documentation in the corresponding folder.*

The Annual Title One Meeting was held at Back to School Night and included the following:

- What is Title One
- Purpose of Title One
- How Title One Funds are used
- How does Title One support our students and staff
- Parents Rights to Know / Staff Qualifications
- Feedback on Parent-Teacher-Student Compact; Title One Plan, Family Engagement, and Communication

Additionally, students and parents are encouraged to remain in good communication with their teachers. Teachers input grades online for parents to view, send regular emails or SeeSaw messages, or communicate events by sending home communications in Take-Home folders that families check each night. It is also located in the handbook shared with families at the beginning of the year, on the student's iPad, on the school website and in the monthly newsletters. Parents sign off that they received and acknowledge the information included in the school handbook. Parents are made aware of the important role all stakeholders (student, school and parent) have to support student success.

Incoming Kindergarten families are also informed of Title One at the Kindergarten Registration and Round-Up events.

Family Nights are designed to share ideas and activities parents can do at home to support their child's learning. Sessions are aligned with the School Improvement Plan providing ideas to support literacy, math, science, behavior, social emotional learning, and/or wellness. They are held in the fall and spring. Parents also have opportunities to attend the OPS Family Nights and PTA family events.

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).*

Incoming to Elementary:

- 1) Kindergarten Registration and Informational Meeting - January – Students and parent/guardian attend a session to learn about kindergarten and what to expect. Parents/guardians complete paperwork. Interpreters and staff available to support registration.
- 2) Welcome packet mailed to incoming families - March - Invitation to class visit and parent meeting.

- 3) Kindergarten Tour and Parent Meeting - April – Students visit the school, classrooms, and meet classmates and teachers. Parents meeting about what to expect, meet staff, child goals before the school year starts, importance of literacy and reading to child, and parent engagement opportunities. Students do an activity in the classroom. Each family takes home books to grow their home library.
- 4) Counselor Welcome Lesson - August – Elementary school counselor teaches a lesson about the role of the counselor and what things they do to help students.
- 5) Counselor One-on-One Check-In – Beginning of Year - Elementary school counselor briefly meets individually with every student to ask questions and determine if there is a need for further proactive or reactive supports.

Incoming to Middle from Elementary:

- 1) Evening/Weekend Event - Middle Schools host evening/weekend event(s) for students and families to come and see the school, meet staff, pick classes
- 2) Transition Lesson 1 – Elementary school counselors teach “Middle School Expectations: Understanding the Change”
- 3) Transition Lesson 2 – Elementary school counselors teach “Middle School Expectations: Setting Yourself for Academic Success”
- 4) Transition Lesson 3 – Elementary school counselors teach “Middle School Expectations: Social Success”
- 5) School Day Transition Event - Middle school counselors (+ other staff if necessary) go to elementary schools to register students who did not attend evening/weekend event
- 6) Middle School Orientation - Elementary school counselors complete Middle School Orientation lesson
- 7) Counselor Welcome Lesson – Middle school counselor teaches a lesson about the role of the counselor and what things they do to help students.
- 8) Counselor One-on-One Check-In – Middle school counselor briefly meets individually with every student to ask questions and determine if there is a need for further proactive or reactive supports.
- 9) Academic Information Form – Data from grades, testing, and teacher input is compiled to help family and student determine which classes may be the best fit.

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).

Outgoing from Elementary to Middle (Gr. 5 to 6) :

- 1) Evening/Weekend Event - Middle Schools host evening/weekend event(s) for students and families to come and see the school, meet staff, pick classes
- 2) Transition Lesson 1 – Elementary school counselors teach “Middle School Expectations: Understanding the Change”
- 3) Transition Lesson 2 – Elementary school counselors teach “Middle School Expectations: Setting Yourself for Academic Success”
- 4) Transition Lesson 3 – Elementary school counselors teach “Middle School Expectations: Social Success”
- 5) School Day Transition Event - Middle school counselors (+ other staff if necessary) go to elementary schools to register students who did not attend evening/weekend event
- 6) Middle School Orientation - Elementary school counselors complete Middle School Orientation lesson
- 7) Middle School Summer Program - Students invited to summer camp to support transition, learn building, and meet staff, meet new classmates
- 8) EL Teacher recommends reading classes for students receiving EL services and submits a writing sample

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.

The Title One school-wide plan and the Continuous School Improvement Plan supports increase quality of learning time within and beyond the instructional day. Title One Plan provides opportunities for:

- instructional materials for intervention
- full-time early childhood paraprofessionals
- professional development resources and training for staff (professional books, PD)
- before and after school tutoring by certified teachers
- online tutoring for grade 3-6 and online programs for additional targeted practice
- NCAA Readers are Leaders program for grade 3
- district summer reading challenge
- family nights
- student surveys to monitor their perceptions of school
- home libraries through book give aways at each family event
- summer reading pack of 4-6 books and reading journal
- summer school program
- partnerships with community outreach programs for field trips and assemblies
- technology resources to enhance and target instruction

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

7.1

Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)

The Title One Plan integrates federal, state, and local funds to support student achievement in all academic areas and for all students.

Based on the general budget, state & local funds, federal, and the Title One funds, Oak Valley allots funds to maximize the resources to support our students and provide high quality instructional materials and opportunities. Title One funds provide instructional materials, technology, professional development, tutoring, and staff to ensure we are providing the best resources to increase student achievement and equity. Our Title One funds fill the gaps for our students and open up opportunities to engage families. General funds, grants, and Title One funds support our summer school program, technology, parent resources, and home libraries. General budget, local funds and donations provide students with daily operational general, supplemental and enrichment opportunities and materials to support academic needs in all areas. Some examples include field trips, outreach programs, parent programs, and before and after school tutoring. Our community partners aid our families with medical needs, dental work, dental sealants, vision care, clothing, food, and therapy/counseling services. All the funds allow our school the personnel and resources to improve student outcomes and engage families. The budget plan correlates with the resources Oak Valley needs to maximize student potential and accomplish our goals.