# 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>Ashland Park-Robbins</td>
</tr>
<tr>
<td>County District School Number:</td>
<td>28-001-210</td>
</tr>
<tr>
<td>School Grade span:</td>
<td>PK-6th</td>
</tr>
<tr>
<td>Preschool program is supported with Title I funds. <em>(Mark appropriate box)</em></td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>Summer school program is supported with Title I funds. <em>(Mark appropriate box)</em></td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>Indicate subject area(s) of focus in this Schoolwide Plan.</td>
<td>☒ Reading/Language Arts ☒ Math ☒ Other <em>(Specify) Wellness and Science</em></td>
</tr>
<tr>
<td>School Principal Name:</td>
<td>Mrs. Jan Martin</td>
</tr>
<tr>
<td>School Principal Email Address:</td>
<td><a href="mailto:janet.martin@ops.org">janet.martin@ops.org</a></td>
</tr>
<tr>
<td>School Mailing Address:</td>
<td>5050 S. 51st St Omaha, NE 68117</td>
</tr>
<tr>
<td>School Phone Number:</td>
<td>531-299-1020</td>
</tr>
<tr>
<td>Additional Authorized Contact Person (Optional):</td>
<td>Mrs. Kelly Gudenrath</td>
</tr>
<tr>
<td>Email of Additional Contact Person:</td>
<td><a href="mailto:kelly.gudenrath@ops.org">kelly.gudenrath@ops.org</a></td>
</tr>
<tr>
<td>Superintendent Name:</td>
<td>Dr. Cheryl Logan</td>
</tr>
<tr>
<td>Superintendent Email Address:</td>
<td><a href="mailto:cheryl.logan@ops.org">cheryl.logan@ops.org</a></td>
</tr>
<tr>
<td>Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.</td>
<td>☒ Yes ☐ No</td>
</tr>
</tbody>
</table>
### Names of Planning Team
(include staff, parents & at least one student if Secondary School)

- Jan Martin - Principal
- Amanda Cordoba - AP
- Maureen Soto - IF
- Kelly Gudenrath - IF
- Jean Lucas - SPED
- Pete Kostrunek - PE Teacher
- Candace Mack - 5th Gr Teacher
- Wendy Oldenburg - 2nd Gr Teacher
- Derek Andersen - Technology Teacher
- Stace Maier - Counselor

### Titles of those on Planning Team

- Parent Administrator
  - Sarah Johnston - Parent
  - Peter Oldenburg - Parent
  - Alicia Hernandez - Anguiano - Parent

### School Information
(As of the last Friday in September)

- **Enrollment:** 865
- **Average Class Size:** 23-24
- **Number of Certified Instruction Staff:** 70

### Race and Ethnicity Percentages
- **White:** 18.4%
- **Hispanic:** 71.9%
- **Asian:** 0%
- **Black/African American:** 7.3%
- **American Indian/Alaskan Native:** 1.0%
- **Native Hawaiian or Other Pacific Islander:** 0.1%
- **Two or More Races:** 1.3%

### Other Demographics Percentages
- **Poverty:** 86.1%
- **English Learner:** 39.0%
- **Mobility:** 13.4%

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

<table>
<thead>
<tr>
<th>NSCAS</th>
<th>Fountas &amp; Pinell</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAP</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELPA</strong></td>
<td></td>
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<tr>
<td><strong>LLI</strong></td>
<td></td>
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</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 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 instruction. Provide supporting documentation in the corresponding folder.

Staff relies on our District Data Information, SAT meetings (Student Assistance Team) documentation, Benchmark results, data walls and data binder information, in planning instruction to meet the academic needs of our students:

**District Data Book**
* See pages 17-54 in Data Book for MAP
* See pages 79-83 in Data Book for NSCAS

*Data Binders are prepared for each teacher to reference
* Testing Schedules
* Time Allotments
* Subject Time Allotments
* See sample of Benchmarking data

* Data Wall is updated with each new assessment to give an "overall" view of progress by class
* See teacher documentation for tracking student assessment growth with MAP tests

### 1.2 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.

APR Leadership team presented our data information and our Title I information to parents via a meeting on February 28th, 2019.

At the meeting we presented the following:
* School Improvement Plan (See folder)
* Parent Compact (See folder)
* Parent Policy (See folder)

Parents also receive an electronic survey to fill out each spring. The results are included in the school data book.

### 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.

Staff and Leadership team developed our School Improvement Plan that guides our efforts to increase overall student achievement in Math, Attendance, and School Safety (as directed by the district).

* School Improvement Plan (See folder)
* Before school tutoring sessions in Math held from October through April. Held each Tuesday and Wednesday from 7:30 a.m. to 8:30 a.m. (see folder)
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.

Staff receives intense training on all assessments; i.e. MAP, NSCAS, ELPA

* Testing Practices and Procedures (See folder)
* Training on Accommodations for Special Education students with IEPs (See folder)
* Informing parents of all district and state required assessments for additional support to their child

3. Qualifications of instructional paraprofessionals

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

All paraprofessionals receive training on Math, Attendance plans, Safety, Testing Practices and Procedures, throughout the school year. They are often times instrumental in supporting the assessment sessions as proctors.

* Attendance at meeting signature (See folder...done electronically as required by the State)
* HR letter

4. High quality and ongoing professional development

4.1 Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

* Staff have several opportunities during the year to register their participation with Math and Reading Workshops/Learning Sessions (See Folder) OGAP, LLI
* Monthly meetings are held with building Leadership team members that shares training on Reading Math and Science strategies as well as planning sessions for future PD (See folder for sample agendas)
* Curriculum Day is scheduled throughout the year for all teaching staff. These sessions are focused on state standards, strategies for Math, Reading, Science etc (See Folder on Inservices)
* SIP Plan. (See folder)

5. Strategies to increase parental and family engagement

5.1 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.

Our School-Parent compact is reviewed yearly during PT Conferences as well as in our February meeting each year. Parents have the opportunity to share their thoughts as to any proposed changes. The compact is also
presented yearly in our Family Handbook that all families receive in August, or are given upon enrollment throughout the school year. (See folder)

<table>
<thead>
<tr>
<th>5.2</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Our Parent and Family Engagement Policy is reviewed in our yearly parent meetings in February. We discuss the overall information and seek out suggestions for updates or additional information they feel would benefit the school as a whole.</td>
</tr>
<tr>
<td></td>
<td>*Family Policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.3</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Our annual parent meeting is held in February, and also in November each fall. At the fall meeting the focus is on third grade parents by sharing the assessment information as this is the year their children will begin state testing.</td>
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<tr>
<td></td>
<td>*Parent handouts sent home each fall with Title I info and Assessment explanations (See folder)</td>
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<tr>
<td></td>
<td>*Pastries with Parents meeting in February to share SIP Plan, Parent Compact revisions/suggestions, Parent Involvement Policy (See folder)</td>
</tr>
</tbody>
</table>

### 6. Transition Plan

<table>
<thead>
<tr>
<th>6.1</th>
<th>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). Provide supporting documentation in the corresponding folder.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Our transition planning begins very early on and is in conjunction with our ECSE and PreK classes. The transition begins with conversations with all parties, parents, staff, and Central Office support, as to planning what setting is best for each individual child. The planning begins at the Central Office level prior to each new year as to the placement of little learners in our ECSE and Pre-K classes. We hold an Early Childhood Application Day that is held each March where parents of students eligible for enrollment come to our building and spend time with certificated teaching staff completing a series of questions and activities to determine if the child qualifies for early entrance. (See folder for flier).</td>
</tr>
</tbody>
</table>

Each January we hold our Annual Kindergarten Round-Up where parents enroll their child, hear valuable information as to what to expect academically and socially for the child as they begin Kindergarten. The nurse, the teachers, and the Administration share what documentation is needed, timeline for information completion, etc. Incoming Kindergarten students then visit the classrooms, do a literacy activity, and begin their formal educational journey.

We then provide a Meet Your Teacher Night two days prior to our opening day each year. Each family will have received an invitation to join their child’s new teacher and meet other students and their families. This allows for a very smooth transition from the parents to the teacher on the first day. (See folder)
6.2 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). Provide supporting documentation in the corresponding folder.

Each Spring we begin the transition process from Elementary School to our Middle School feeder schools. This is coordinated through our Guidance Counselors as well as the Middle School Counseling staff. The district coordinates the building visits for each school and each school sends their Counselor to meet with students who will be attending that school. We provide one visit to the schools where our largest number of students will be attending for building tours. (See folder for schedule)

Middle schools have consistently provided a summer session for the month of June to new, incoming 7th graders so that they can experience the transition with small groups. The sessions focus on school expectations, dispell any rumors students may have heard, and staff shares "what can you expect from this school academically, behaviorally, etc.

*Summer transition sessions (See folder for brochure and application form))

7. Strategies to address areas of need

7.1 Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.

Each year our staff provides Before School Tutoring. These sessions run from 7:30 -8:30 a.m. each Tuesday and Wednesday morning from October-April. The focus has been Reading one day and Math the following day. This year the focus was totally on Math due to our district goals.

Each summer our school participates in our Summer School opportunity provied by the district. Enrollment is open to students who are at least two grade levels below their current grade level. The enrollment is open to students who are in our Special Education classes, Resource students, ESL students, and all students who are at risk in their learning whether it be in Reading/LA or Mathematics.

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

8.1 Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.

General funds are dispersed in the following manner:
*Funding additional teachers for Summer School
*Funding staff for the Tutoring program
*Funding instructional support such as Reading Interventionists (LLI staff), Math Classroom Support, Technology/Science support
*Funding classroom paraprofessionals in Grades K-6th for instructional support
*Providing funds for Instructional Field Trips to all classes
*Funding for Technology which supports state and district assessments
*Funding for Family Events (Literacy Night and S.T.E.M. nights held 2x yearly)

(See folder for examples)