

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:	Wakonda Elementary
County District School Number:	1
School Grade span:	PreK-5th
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Ebony Harvey
School Principal Email Address:	ebony.harvey@ops.org
School Mailing Address:	4845 Curtis Ave Omaha, NE 68104
School Phone Number:	402-457-6737
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Mr. Mark Evans
Superintendent Email Address:	mark.evans@ops.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<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>
Jason Lorthridge Ebony Harvey Kim McMenamin Kathleen Bye Janeen Mann _____ _____ _____ _____ _____ _____	<u>Parent</u> Principal School Support Liason Literacy Coach Data Coach _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 380	Average Class Size: 20	Number of Certified Instruction Staff: 29
Race and Ethnicity Percentages		
White: 14.10% %	Hispanic: 11.50% %	Asian: 8.90% %
Black/African American: 59.10 %	American Indian/Alaskan Native: 1.40% %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 4.9% %
Other Demographics Percentages		
Poverty: 94 %	English Learner: 6 %	Mobility: 27 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP Reading & Math	
NeSA Reading & Math	

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 disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
Students are assessed using Measures of Academic Progress (MAP) three times a year. During Professional Development days, teachers take time to analyze data and plan for instruction during “data digs/review”	

(attached data analysis forms). Teachers share scores with both parents and students. Students use their scores to set goals. 3-5th grade students are assessed NeSA state assessments. This data is also used to determine the needs of all students. Wakonda uses several schoolwide strategies in order to address the needs of all students, including students at risk of not meeting academic standards. Wakonda uses a Multi Tiered System of Support (MTSS) to address the needs of all students. Wakonda has an extended school day with a dedicated time to interventions in both reading and math. During intervention time, students are tiered in groups based on their MAP RIT scores and/or pre-post test skills check. Students do a “Walk to Intervention” and work in groups of like ability levels. The goal of this is to meet students where they are on their level. Walk to Intervention is Tier 3. To determine how groups are formed, Wakonda Teachers participate in Professional Learning Communities (PLCs) twice a week. Teachers use this time to look at data, student work samples, adjust instruction and plan for interventions. The PLC Cycle is attached. Skills for PLC are chosen at the beginning of the year using NeSA data and the state table of specifications. The PLC Cycle is monitored over a 4 week cycle and goals change once students are assessed. During Tiers 1 & 2, students work within their general grade level. Teachers are provided with resources in both reading and math. Teachers use the Wakonda MTSS Numeracy and Literacy Protocol to determine which resources would be most appropriate to use. Protocol attached. In addition to academics, students at risk participate in mentoring classes with 100 Black Men, the School Counselor and Social Work Sessions to assure basic social needs are met in addition to academics.

1.2

Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.

Wakonda uses a four step process for collecting, reviewing, disseminating, and implementing strategies to help parents and families at school.

First, a Parent Needs Survey is distributed to teachers during Spring Conference week. Parent responses are electronic and at the end of conference week are sent to Research for disaggregation along with student and staff surveys.

Survey results for fall conferences are reviewed at the STAT meeting and then with staff. In May survey results are returned as part of the Wakonda Climate Survey.. This document is reviewed by the Leadership Team and an Action Plan is written based on the results. We also use the results for parents to modify Wakonda’s parent and family engagement policy The Action Plan articulates strategies for improving over-all school climate for areas of concern (student, teacher, parent) and for increasing family/community involvement and parent participation at school.

In August, the Action Plan is shared with the staff and revised as necessary. Finally, the plan is implemented and becomes part of Wakonda’s School Improvement Plan for the new school year.

1.3

Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.

Wakonda’s School Improvement plan is an ongoing process as a year long plan (attached). The plan includes dates, professional development topics, what goal area it focuses on, the person responsible, and how the topic will be progress monitored, and what type of data utilization will take place.

Wakonda’s School Improvement plan is built based on staff, administration, and parent feedback. The plan is shared with all staff at the beginning of the year and is updated throughout the year. Teachers have an expectation of having their plan with them during meetings in case topics change. With everyone aware of the plan, it allows teachers to take ownership and plan accordingly.

Wakonda School Improvement plan include the “Big Rocks” or focus for the year. Once a topic has been implemented, periodic checks or implementation checks occur randomly by administration and the coaching team. Feedback and results of implementation checks are given to teachers to celebrate or encourage fixes to their practice. The goal for implementation checks is 80% schoolwide.

2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.</i>
<p>Wakonda uses several schoolwide strategies in order to address the needs of all students, including students at risk of not meeting academic standards. Wakonda uses a Multi Tiered System of Support (MTSS) to address the needs of all students. Wakonda has an extended school day with a dedicated time to interventions in both reading and math. During intervention time, students are tiered in groups based on their MAP RIT scores and/or pre-post test skills check. Students do a “Walk to Intervention” and work in groups of like ability levels. The goal of this is to meet students where they are on their level. Walk to Intervention is Tier 3.</p> <p>To determine how groups are formed, Wakonda Teachers participate in Professional Learning Communities (PLCs) twice a week. Teachers use this time to look at data, student work samples, adjust instruction and plan for interventions. The PLC Cycle is attached. Skills for PLC are chosen at the beginning of the year using NeSA data and the state table of specifications. The PLC Cycle is monitored over a 4 week cycle and goals change once students are assessed.</p> <p>During Tiers 1 & 2, students work within their general grade level. Teachers are provided with resources in both reading and math. Teachers use the Wakonda MTSS Numeracy and Literacy Protocol to determine which resources would be most appropriate to use. Protocol attached.</p> <p>Students are assessed using Measures of Academic Progress (MAP) three times a year. During Professional Development days, teachers take time to analyze data and plan for instruction.</p> <p>In addition to academics, students at risk participate in mentoring classes with 100 Black Men, the School Counselor and Social Work Sessions to assure basic social needs are met in addition to academics.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>Teachers and paraprofessionals in the district have met all requirements of Rule 10 and No Child Left Behind. At Wakonda, paraprofessionals receive additional training in the area of math, reading and behavior according to our MTSS</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.</i>
<p>Omaha Public Schools has a professional development process that includes both certified and non certified staff members. Professional development opportunities are offered and designed based on topics specific to teachers, paras, security etc.</p> <p>In addition, Wakonda Elementary provides ongoing professional development activities that are tied to state standards, the needs assessment results and the set School Improvement Plan in the areas of reading, math,</p>	

writing, science and wellness. Professional development topics are inclusive and are determined by needs assessments, data and staff input.

Every other month, staff and teachers are provided professional development opportunities based on Wakonda School Improvement Plan (attached with topics of each meeting). This occurs two times during grade level meetings each month. During the opposite months, staff and teachers are provided job embedded professional development days in the areas of reading, writing, math, behavior, science, wellness. On job embedded professional development days, teachers have the opportunity to work across grade levels giving them an opportunity to learn from each other. Wakonda has a focus on using the data to drive instruction. During certain professional development days, staff and teachers participate in data digs. This type of professional development is an integral part of meeting the needs of our students.

Professional Development opportunities starts at the beginning of each school year in August and goes throughout the school year.

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
<p>Wakonda has a school parent compact that has been developed by parents, teachers/staff. The purpose of the compact for the school is to provide high quality instruction in a supportive and effect environment to meet the needs of all students including students at risk according to state academic standards. The compact goes on to include both parent and student responsibilities in which parents agree to be supportive of their child’s learning.</p> <p>During Spring Conferences each year, parents, teachers, and students have an opportunity to review the Wakonda Parent Student Teacher Compact, discuss, sign, and provide feed-back. This Triangulated Plan, developed by a Committee of Parents & Teachers, is reviewed annually during this time. The feedback provided is collected by teachers and presented to Administration. In the spring, during Parent Teacher Conferences., Parents are given another oppourtunity to provide in-put by taking the Parent Survey.</p> <p>Administration and leadership team reviews this Parent feedback along with the Climate Survey Data and develops a school wide Improvement Plan for the year. This plan is incorporated into the School Improvement Plan. The Leadership Team is comprised of teachers, specialist, special education, family support liaison and parent members.</p> <p>Parent Activities</p> <p>Wakonda have many different opportunities for Parents to come and participate. In efforts to track Parent Involvement, our Family Support Liaison tracks parent volunteer hours through a program called Three 4 Me. Parents names are put in drawings for monthly gift cards and prizes for their efforts. See attachment for activities.</p>	
5.2	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>
<p>Wakonda uses a four step process for collecting, reviewing, disseminating, and implementing strategies to help parents and families at school.</p> <p>First, a Parent Needs Survey is distributed to teachers during Spring Conference week. Parent responses are electronic and at the end of conference week are sent to Research for disaggregation along with student and staff surveys.</p>	

<p>Survey results for fall conferences are reviewed at the STAT meeting and then with staff. In May survey results are returned as part of the Wakonda Climate Survey.. This document is reviewed by the Leadership Team and an Action Plan is written based on the results. We also use the results for parents to modify Wakonda’s parent and family engagement policy The Action Plan articulates strategies for improving over---all school climate for areas of concern (student, teacher, parent) and for increasing family/community involvement and parent participation at school.</p> <p>In August, the Action Plan is shared with the staff and revised as necessary. Finally, the plan is implemented and becomes part of Wakonda’s School Improvement Plan for the new school year.</p>	
5.3	<p><i>Please provide a narrative below explaining how, when and where 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></p>
<p>The Title 1 Parent Meeting for Wakonda was held during a PTO meeting. This was to maximize the attendance of the parents. During the meeting, regular PTO agenda items were covered. During the Principal’s report, the topic was Title I. The principal focused on informing parents of the school’s participation in the Title I program, explained the requirements of Title I and the importance of parental involvement. During the PTO meetings at Wakonda, it is customary for the Principal to review with parents what is happening academically in the school and what efforts and opportunities are offered for parents. The principal uses this time to elicit feedback from the parents as a partner in creating a solid school improvement plan.</p>	

6. Transition Plan

6.1	<p><i>Please provide a narrative below explaining the school’s transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i></p>
<p>Wakonda hosts a Kindergarten Roundup each Winter in January. This includes a presentation of several departments (Kindergarten teachers, SSL, Office, Nurse, Principal, Parent Support Liasion). Kindergarten also inlucdes a tour of the building, Kindergarten Classrooms and an question-answer session for parents. The transition plan for each student begins at least six months prior to the child’s eligibility to transition. Each school hosts a Kindergarten Roundup held in January each year. The anticipated date of transition is scheduled for the beginning of the school year following the child’s fifth birthday. A transition conference is schedule at least nicety days prior to the child’s anticipated transition. Those attend the transition planning meeting include the family advocate, teacher, teaching support staff, parents, and other invited participants.</p> <p>During Kindergarten Roundup, parents meet the Principal, Kindergarten Teachers and Essential Staff. Each Staff member gives an overview and give information that the parents most needs to know. Once presentations are done, parents complete the necessary paperwork to enroll their child into Kindergarten. While parents are completing paperwork, their children visit the Kindergarten classrooms to get acclimated. Parents are then given a tour of the building and are then joined with their children. .</p>	
6.2	<p><i>Please provide a narrative below explaining the school’s transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i></p>
<p>Fifth Grade Students at Wakonda are involved in two transition activities between Elementary and Middle School. These activities include Middle School visits to Hale and other schools and a Middle School Counselors coming to Wakonda in the spring to help students prepare for Middle School experiences</p>	

6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
Not Applicable	
6.4	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
Not Applicable	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining 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.</i>
<p>Wakonda students have the opportunity to participate in a District tutoring incentive called STP (Strategy Tutoring) Teachers teach at risk students strategies that will help them improve assessment scores. These strategies assist students in studying and applying strategies that will help them solve problems, recall information, and access information independently. Classes will be held twice a week through-out the school year (Monday & Tuesday 4:20-5:20). Students will be selected based on student scores in reading and math from MAP assessment, standardized and state testing. Goals for each student are developed through an academic team from each grade level. The primary focus of instruction was in the area of reading and math. Assessment will include K-2 assessments in reading and math, MAP Reading and Math scores, Fountas & Pinnell Benchmarks, and the Nebraska State Reading and Math Assessments (NeSA).</p> <p>New to Wakonda is our after school CLC Program (KIDS CAN). In addition to tutoring, students have the opportunity to participate in after school academic and enrichment activities. KIDS CAN CLC Program is an extension of the school day. Students first complete homework and then enrichment activities. Students have a choice in the enrichment activities they want to learn in. KIDS CAN CLC staff is comprised of both school employees and KIDS CAN employees.</p> <p>Wakonda will offer a summer school program in June for Early Childhood thru 4th grade students. The program will run four weeks. The overall goal of the summer school programs is to engage students in learning with a continued focus on State & District Standards. Our program will provide support in reading comprehension, writing, and mathematics. Daily instruction will include extended periods of time for literacy, vocabulary, writing, and mathematics instruction using the gradual release model, technology & MTSS Intervention Programs. Enrichment activities such as field trips will provide opportunities for students to extend and refine understandings, and a natural connection to a multitude of expressive activities. Technology (laptops, and lab) will be utilized to enrich, engage, and extend learning in reading, math, typing instruction, and research.</p> <p>The gifted facilitator Ms. Blair at Wakonda uses a pull out program to work with high ability students identified by test scores and teacher recommendation. Classes meet once a week for 45 minutes. The lessons follow OPS Gifted Department Framework of the Habits of Mind, a developmental series on what intelligent people do when solving problems. A differentiated program is followed to work with the reading, writing, and math skills with the high ability students. First semester we worked with Reading/Writing Skills while second semester we worked with math skills.</p>	

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

8.1	<i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>The amount of Wakonda’s 2016-2017 NCLB (Fund 154) Budget is \$144,677. The salary and benefits are based on the staffing information from the September 2016 payroll. This amount includes the staff paid out of the Title 1 budget. These employees completes a Bi-Annual Certification form to account their time and efforts. The amount of Wakonda’s discretionary funds is \$58,846. This is the amount the school gets to allocate to the various accounts such as parental involvement opportunities, professional and technical services, and ESU19 tutoring.</p> <p>For all other spending, Wakonda follows the districts guidelines for NDE allowable expenditures for both NCLB general funds and Accountability funds. Those documents are included.</p>	
8.2	<i>Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Wakonda Elementary recognized the importance of involving parent and community in the learning process. Wakonda has a Parent Room (Family & Engagement Room). We have a Family Support Liaison who works with parents and community partners. The Family Liaison also helps parents with resume building and job searching. With the help of our Family Liaison and Parent room, we have many community supports. Eagle's Nest Church donates backpacks and school supplies each year to our students. Clair Methodist Church provides tutors during the school day to support reading and math MTSS Interventions. Hyvee donates each week food supplies for our parent Room's Pantry. The Food Bank ia another partner where we provide a Mobile Food Pantry for the entire community where families can come get up to 40ilbs of food each month. Woodmen Life and United Way are also great partners. They provide donations and volunteers for Mystery Readers to classess each year during our Literacy Week. United Way of Midlands is a new partnership through Book Trust where each student K-3rd are given \$7 to shop in a scholastic book order for books.</p>	