

# 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:	Franklin Elementary
County District School Number:	103
School Grade span:	HS-6th Grade
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Decua Jean-Baptiste
School Principal Email Address:	Decua.Jean-Baptiste@ops.org
School Mailing Address:	3506 Franklin St. Omaha, NE 68111
School Phone Number:	531-299-1440
Additional Authorized Contact Person (Optional):	Erin Blaha
Email of Additional Contact Person:	Erin.Blaha@ops.org
Superintendent Name:	Dr. Cheryl Logan
Superintendent Email Address:	cheryl.logan@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>	<u>Titles of those on Planning Team</u>
<i>(include staff, parents &amp; at least one student if Secondary School)</i>	
_____	
_____	
Decua Jean-Baptiste	<u>Parent</u>
Shannon Moreno	<u>Administrator</u>
Kristen Peirce	Principal
Erin Blaha	Parent
_____	Parent
_____	Instructional Facilitator
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<b>School Information</b>		
<i>(As of the last Friday in September)</i>		
Enrollment: 301	Average Class Size: 18	Number of Certified Instruction Staff: 24
Race and Ethnicity Percentages		
White: 9.6 %	Hispanic: 24.9 %	Asian: 10.3 %
Black/African American: 48.8 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 5.3 %	
Other Demographics Percentages		
Poverty: 90.7 %	English Learner: 27 %	Mobility: 20 %

<b>Assessments used in the Comprehensive Needs Assessment</b>	
<i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	
<b>NWEA/MAP</b>	
<b>Fountas and Pinell</b>	

*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**

<b>1.1</b>	<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 instruction. Provide supporting documentation in the corresponding folder.</i></p> <p>The needs of Franklin Elementary students were determined through the use of the of following assessments:</p> <ul style="list-style-type: none"> <li>•Fountas and Pinnell Benchmarking</li> <li>•Running Records</li> <li>•NWEA/Map Kindergarten – 6th Grade</li> <li>•NSCAS 3rd-6th Grades</li> </ul> <p>I.Each piece of data was looked at on an individual and grade level basis to determine the best approach. Fountas and Pinnell benchmarking was used to determine the reading level for each student and to set goals for students.</p> <p>II.Running Records were kept to monitor the progress of students throughout the school year.</p> <p>III.NWEA/MAP scores were reviewed to assess ability levels and to determine if students were making progress by showing maintenance or growth in academic ability. This assessment was given to students three times during the school year(Fall/Winter/Spring).</p> <p>IV.NSCAS scores were used to determine baseline data on how well students were performing among their peer group.</p> <p>V.Weekly Grade Level Mtgs. are held to provide professional development and review data.</p>
<b>1.2</b>	<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>Each year parents are asked to complete a climate survey. Parents who completed the survey were asked several questions about the school climate, school safety and equity/respect for diversity. There was a significant decrease in the number of parents that took the climate survey from the previous school year. During Spring Conferences, Parents were provided laptops with access to the schools climate survey. Parents were then able to take online survey. Parents were also given an OPS Parent Voice Survey QR Scan sheet to take home with them. This QR scan would give them access to the online survey at home if they were unable to complete the survey during parent teacher conferences.</p> <p>Data on the results are collected through the Research Department and then distributed to schools.</p> <p>The Annual Parent meeting was held on March 5th. During this time Parents along with the school principal discussed needs of the school and ways to improve instruction. A follow up meeting will be held April 4th to encourage more parents to participate.</p>
<b>1.3</b>	<p><i>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.</i></p> <p>Franklin Elementary’s Schoolwide Improvement Plan focuses on meeting the needs of all students through a guaranteed and viable ELA, Math Curriculum, and Science Curriculum. We have also implemented a new schoolwide discipline system through MTSS-B. The plan is reviewed is reviewed through an on-going basis, montly, quartely, yearly.</p>

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## 2. Schoolwide reform strategies

<b>2.1</b>	<i>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.</i>
<p>Scientifically based research and multiple strategies are used to provide additional assistance to identified needs of targeted populations and individual students failing or at risk of failing to make progress on standards. The district provided all certified staff a copy of the Best Instructional Practice Handbook. This Handbook is a great resource tool that includes the latest research best instructional practices that can be used with all students. (See 2018-19 BIPH Handbook)</p> <p>Franklin also supports the district action plan that focuses on three key areas to increase student achievement. The Academic Action Plan was developed to create consistency among the district to allow all student high quality instruction regardless of the OPS school they attend. (See Academic Action Plan Brochure)</p> <p>1. Instructional Framework</p> <ul style="list-style-type: none"><li>*Gradual Release of Instruction</li><li>*Consistent Procedures and Routines aligned with MTSS-B (Multi-Tiered System of Support for Behavior) building goals</li><li>*Literacy strategies across content areas and numeracy strategies</li><li>*Use of a guaranteed and viable curriculum</li><li>*Use of district pacing guides to ensure curriculum is being taught</li></ul> <p>2. Coaching – ongoing coaching provided by the leadership with descriptive feedback to help move instructional practices in the classroom</p> <p>3. Data use to help drive instruction</p> <p>Before or after school tutoring is provided throughout the year for identified students. The tutoring program is designed to enable teachers to have additional time to work with small groups of students in the areas of Reading and Math. Staff will teach data driven lessons utilizing research-based strategies. (See Tutoring forms)</p> <p>Students are monitored and identified if they are having academic, language, or behavioral needs. Students not making progress are referred to the Student Assistance Team (SAT). The team works with the classroom teacher to create a plan to support student needs. The team meets every twenty days to monitor, revise or refer students for academic testing. (See SAT information)</p>	

## 3. Qualifications of instructional paraprofessionals

<b>3.1</b>	<i>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.</i>
<p>The Omaha Public Schools ensures that every instructional paraprofessional meets ESEA requirements prior to hiring new staff to the school district.</p>	

#### 4. High quality and ongoing professional development

<b>4.1</b>	<i>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.</i>
<p>Omaha Public Schools provides professional development for teachers at the beginning of the school year on the district's yearly instructional focus. The Office of Title 1 provided professional development in the area of math during the fall in which teachers from Franklin attended. Teachers are provided professional development opportunities based on the School Improvement Plan and student needs during staff and grade level team meetings.</p>	

#### 5. Strategies to increase parental and family engagement

<b>5.1</b>	<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>Franklin parents were invited to the Annual Parent School meeting to review and update the School Improvement Plan, School-Parent Compact, and Title 1 Parent and Family Engagement Policy and to discuss increasing Parental Engagement on March 5th. No changes were made to the School-Parent Compact.</p>	
<b>5.2</b>	<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>Franklin parents were invited to the Annual Parent School meeting to review and update the School Improvement Plan, School-Parent Compact, and Title 1 Parent and Family Engagement Policy and to discuss increasing Parental Engagement on March 5th. No changes were made to the Title 1 Parent and Family Engagemetn Policy or Procedure.</p>	
<b>5.3</b>	<i>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.</i>
<p>Franklin parents were invited to the Annual Parent School meeting to review and update the School Improvement Plan, School-Parent Compact, and Title 1 Parent and Family Engagement Policy to discuss increasing Parental Engagement on March 5th.</p>	

#### 6. Transition Plan

<b>6.1</b>	<i>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.</i>
<p>New students and parents to Franklin Elementary will be greeted by the Principal and given a tour of the building and introduced to their teacher. Each teacher is asked to welcome the student to class by introducing the student. Each teacher is then asked to provide a "Buddy" classmate to the new student. The "Buddy Classmate" will introduce the new student to specialists, eat lunch with the new student and help to show the new student how Franklin students are to behave for the 1st week of their arrival. Any documents (IEPs, report cards, grades, etc.) will be provided to the classroom from the secretary upon their delivery to school. If a new student has an IEP from within the school district their services will continue immediately. Students coming from outside the school district will be placed on a 45 day placement to determine their needs and how best</p>	

the school can meet their needs. This informatio is included in the Staff Handbook(See page 12 of Staff Handbook).	
<b>6.2</b>	<i>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.</i>
6th grade students presently attending an elementary school have the opportunity to attend summer school at the middle school they will attend in the fall. Parents receive letters during parent teachers conferences to enroll their child into summer school at middle school. 6th Graders entering 7th grade have a	

## 7. Strategies to address areas of need

<b>7.1</b>	<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. Provide supporting documentation in the corresponding folder.</i>
<p>Franklin Elementary provides tutoring for students both in the Fall and Spring. Tutoring provides additional time and support to students who are not quite on grade level in reading or math. Aproximately 65-75 students are tutored allowing for 1:5-7 teacher student ratio.</p> <p>Franklin Elementary School also provides instruction during summer to help maintain and bolster student academics.Stummer school begins June 3rd and ends June 28th.</p> <p>The Urban League of Nebraska sponsors the afterschool CLC (Community Learning Center) program at Franklin Elementary. The program provides homework help and enrichment activities to 90 students Kdg.-6th grade.</p>	

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

<b>8.1</b>	<i>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.</i>
<p>Franklin Elementary's General Budget is used to pay for the salaries and benefits of staff, and overall operating costs of the building. The school's Title 1 budget is used to supplement areas in which the general budget does not cover. Included in the Title Budget are several staff memebers salaries such as the instructional facilitator and support para-educators. The Title 1 Budget also helps to provide funding for parental involvement, instructional materials, professional development, etc. These funds are provided from local, State, or Federal institutions to provide a viable and guaranteed curriculum for all of Franklin students.</p>	