

# 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:	Spring Lake Magnet Elementary
County District School Number:	28-0001-175
School Grade span:	Early Childhood through 4th Grade
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)_Science__
School Principal Name:	Katy Cattlett
School Principal Email Address:	katy.cattlett@ops.org
School Mailing Address:	4215 S 20 ST Omaha, NE 68107
School Phone Number:	531-299-2100
Additional Authorized Contact Person (Optional):	Renee Franks
Email of Additional Contact Person:	renee.franks@ops.org
Superintendent Name:	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><b>Names of Planning Team</b></u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u><b>Titles of those on Planning Team</b></u>
Jennifer Hoffsommer Katy Cattlett Renee Franks Nicole Mahr Ann McKenna  _____	<u><b>Parent Administrator</b></u> Assistant Principal Instructional Facilitator EL/Dual Language Resource Teacher  _____
_____	_____
_____	_____
_____	_____
_____	_____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 781	Average Class Size: 20.66	Number of Certified Instruction Staff: 66
Race and Ethnicity Percentages		
White: 8.2 %	Hispanic: 87.8 %	Asian: 0 %
Black/African American: 2.6 %	American Indian/Alaskan Native: 0.1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1.3 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 84 %	English Learner: 65 %	Mobility: 14.6 %

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

*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>To address our schoolwide need, we started in May 2018 looking at our attendance, NSCAS, and MAP data to determine strengths and areas of growth for Spring Lake (see SIP Planning 5-23-19 PowerPoint.) The data overwhelmingly demonstrated that our core instruction was not meeting our students' needs. With a very high poverty level as well as a high percentage of English Learners, our core instruction must meet their needs daily, rather than utilized as an "add on." It was determined that our focus should be Tier I core instruction. Teachers then completed a survey about their level of implementation with effective core instructional strategies in each content area; reading, math, and science. (See the SIP Self Reflection for the survey as well as the results.) The School Improvement Planning team reviewed the results of this data for focus areas of professional development. This data was also shared with teachers at the opening meeting and feedback was solicited. (See the PowerPoint titled, PD 8-9-19 for this presentation.) Fidelity checks have been completed three times this year to help determine next steps. Also, the principal met with each teacher in grades K-4 to discuss the fall to winter growth in their students. (See the Data Conversation Calendars.) Teachers were asked; Who met/exceeded growth goals? Who needs more/something else? What will you do next? (See Data Conversation Email Example.)</p> <p>To address the needs of our most struggling or at-risk learners additional efforts have included the following: We have met with a representative from the district office of English Learners to review and plan for next steps using our ELPA data.</p> <p>We have implemented Phonics Mastery Guides in grades K-3 daily to support students with foundational skills. All teachers in grades K-2 provide Leveled Literacy Intervention to a small group of students daily from 9-9:30. Students are selected to participate primarily by their results on MAP and the Fountas and Pinnell Benchmark. Student progress is analyzed quarterly (see LLI Data PDF) to determine whether the intervention is having the intended impact.</p> <p>During grade level meetings we have been working with teachers on analyzing the results of their formative and summative assessments. We created the "Reading and Math Class Average" spreadsheet to help teachers calculate the percentage of students who are being successful on the various content based assessments. While continuing effective interventions in place, our focus this year has been on Tier I core instruction to ensure that what we do all day, every day is meeting the needs of our diverse learners.</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, the Omaha Public Schools conducts a parent survey. (See "Spring Lake Climate Survey.") The survey was conducted online. Due to lower participation last year, we changed our approach this year. The survey is still completed online, however, this year we administered the survey with the support of volunteers from our nearby high school. We are expecting to double or triple our numbers participating and were able to ensure a wide demographic was reached through the survey. We will receive these results in May.</p> <p>The Title 1 Compact was presented to families during the September Principal's Coffee. The School Improvement Plan was presented during the October Principal's Coffee. Additionally, parents are provided the opportunity to provide feedback during any of the monthly Principal's Coffees. Parent feedback has largely</p>

centered around school safety and accessing community resources. We have used this feedback to improve both at Spring Lake. Our Principal Coffee meetings are often conducted in Spanish. The principal at Spring Lake is Spanish-speaking.	
<b>1.3</b>	<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>Through the process described in 1.1, we identified specific strategies in reading and math. These strategies were initially identified through the teacher survey and early coaching visits.</p> <p>For reading, ongoing professional development was provided on the focus strategies of Interactive Read Alouds and Close Reading. Teachers were provided multiple opportunities to collaboratively plan lessons using these strategies. We used fidelity checks and coaching observations to determine next steps.</p> <p>For math, we focused on knowing the proficiency level described in the standards. Teachers reviewed common summative assessments, Achievement Level Descriptors, and Proficiency Scales for their respective grade levels. They planned collaboratively to ensure instruction aligned to these standards. They reviewed student work. Fidelity checks were conducted to determine next steps. It was determined that teachers were needing additional support with using multiple representations and/or manipulatives to support grade level standards. Professional development on this topic was planned for Monday, March 16, 2020.</p> <p>In the area of science, it was determined that there was a need for teachers to better familiarize themselves with the new science standards. Before the teachers' duty days an optional professional development session was offered on how to shift instruction. Quarterly collaboration time was also provided through team meetings for teachers to plan for upcoming units.</p>	

## 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>Reading Support: All students in grades K-2 participate in a daily intervention on foundational skills. All classroom teachers in grades K-3 deliver daily intervention to a small group of students from 9-9:30 am. Additionally, there are two reading interventionists who provide systematic small group intervention to students who are not able to obtain the intensive support with their classroom teachers. Please see the grade level and reading interventionists' schedules.</p> <p>Math: Fifteen minutes of daily math intervention is allotted for in grades K-4. (Please see the grade level schedules.) Teachers provide individual, small group, and whole group intervention based primarily on MAP data.</p> <p>General Support: Full day summer school is offered to any student who is performing below grade level in reading, math, and/or writing. Significant time is dedicated to literacy and math activities. Please see the included summer school registration form as well as the Summer School Instructional Framework documentation.</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>
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All teachers and paraprofessionals in the Omaha Public Schools Title 1 programs have met the requirements of Rule 10 and Every Student Succeeds Act (ESSA) for the 2019-20 school year.

**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>Spring Lake has offered a wide variety of administrator led and teacher led professional development. Required professional development is included in our SIP Planning document and has focused around effective Tier I instructional strategies for our diverse population. For reading this has centered around Close Reading. In math, we have focused on teaching to proficiency while supporting learners. This has included using common assessments, Achievement Level Descriptors, and proficiency scales as the guide. For science, quarterly collaboration time was provided through team meetings for teachers to plan for upcoming units. Optional professional development has given teachers a wide menu of options from which to choose. Prior to the start of the school year, teachers had three opportunities to get a jump start on their planning. Professional development followed by collaborative planning time. The science professional development centered around the shifts in the science standards. (See Science PD 8-5-19 PowerPoint for details.) The second professional development opportunity was a refresher on Independent Literacy Tasks. (See the Independent Literacy Task PowerPoint for more details.)</p> <p>Three Professional Learning Communities centered around well-respected texts were delivered. Two were facilitated by teachers and the third by the assistant principal. The titles of the books were, "Better than Sticks or Carrots, Visible Learning for Literacy, and Number Talks. (See supporting documentation for more details on these PLCs.)</p> <p>Professional development was also planned to address equity vs equality, titled One Ticket. This PD will be provided virtually due to the closure of the school.</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>Parents have provided suggestions for revisions to the School-Parent Compact. It is distributed through our handbook that is provided to each family at the beginning of the school year or upon enrollment. Please see our handbook for details.</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>Annually, the Omaha Public Schools hosts a policy review. Three parents are invited to attend ensuring that at least two participate each year. A copy of the invitation from the Director of Title I is included in the documentation.</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>During the first Coffee with the Principal on September 9, 2019 the Title 1 meeting was held. Please see the agenda and parent sign in sheets for documentation.</p>	

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## 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>Spring Lake is an early childhood through 4th grade facility. Families interested in the early childhood program are invited to Early Childhood registration at the elementary schools in February. Parents are able to fill out paperwork and ask questions about the program while students are screened for eligibility. Students enrolled in the early childhood program begin their transition to Kindergarten each May by visiting kindergarten classrooms in the building. Early childhood and kindergarten teachers pair up students during the day to expose incoming students with basic curriculum and routines and procedures of the day-to-day activities in kindergarten.</p> <p>Kindergarten registration is held each January for incoming kindergarten students and families. Students are able to visit the kindergarten classrooms and are engaged in a variety of hands-on learning activities. Parents visit various stations where Kindergarten readiness materials are shared and information regarding the Dual Language program. A Principal Coffee and Kindergarten Parent meeting are held with parents to engage parents in a conversation about their child's kindergarten academic and social/emotional growth. This meeting was scheduled in April of this year but is postponed due to the Covid-19 virus.</p>	
<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>
<p>Spring Lake is an early childhood through 4th grade elementary school. The transition plan in place for 4th grade students actively involves our teachers, students and parents in partnership with the middle school staff. Each May, students and parents are invited to tour the middle school during the instructional day. Middle school staff and students give families a tour and answer any questions. Counselors from both schools assist parents and students in registration with appropriate core and enrichment classes. Jump Start middle school also provides 4 weeks of extended learning opportunities for all 4th grade during the summer.</p>	

## 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>The instructional framework developed for the traditional school year includes both instructional and intervention opportunities for all students of academic and/or behavioral needs. These minutes focus on research based instructional strategies and are differentiated based on student needs. These minutes may include small group intervention in any core academic area, Tier 3 intervention programs, staff support for social/emotional needs and/or special education support with the special education resource teacher. A staff roster is included with titles of the various roles of our staff. Extended learning opportunities are provided through our after-school community learning program in partnership with the Girls and Boys Club. Students receive academic support with homework and are engaged in enrichment opportunities in all core academic areas.</p>	

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

<b>8.1</b>	<p><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>
<p>Title I funds are provided to support students in the academic areas of reading, writing, math and science. All purchases using Title I dollars have been spent on instructional materials, hands-on experiences, professional development for teachers and family involvement. Some examples of these purchases include local field trips, reading intervention materials, on-line reading websites, professional development planning for teachers and materials for family math night. Professional learning communities (PLCs) for staff have addressed classroom community building, math academic talks in the classroom and Instructional practices for literacy. Kindergarten Parent Night was held in January and hosted by the kindergarten teachers. This event was a mid-year check in with parents and focused on math and reading as well as meeting the academic and social/emotional needs of their child. Families received a free book at the end.</p> <p>Our school family engagement event was planned for this March but due to the Covid-19 virus, has been postponed until further notice. Family STEAM Night was planned to engage families in a variety of hands-on learning in the areas of science, technology, engineering, art, and math. Family math games were purchased to teach families how to play them and then give to each family at the end of the event.</p> <p>General district funds also help to supplement student instruction with basic learning materials as well as instructional materials in all content areas. Through a federal grant, our Fresh Fruits and Vegetable Program gives all students access to healthy food choices as a snack twice a week. Teachers and students engage in short learning activities to teach nutritional value while connecting it to reading, writing and/or math.</p> <p>We also have a strong partnership with Prairie Stem and Minnesota Humanities. Prairie Stem is a non-profit organization that works with K-12 students in the areas of science, technology, engineering and math. Their organization works daily with our children through the Stembot program where students engage in hands-on activities while utilizing Stembots. Our partnership with Minnesota Humanities has led to a Spring Lake team of four staff members that meet monthly with the organization and other Omaha Public Schools' staff. Together, we learn new ways to build relationships with our staff, students and families. Our Spring Lake team was to hold an optional group discussion and event before school hours on March 18. The title, One Ticket, emphasized the key role we have as educators in decreasing the opportunity gap for our students. This has been postponed due to the Covid-19 virus and school closure.</p>	