

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: | Boyd Elementary School |
| County District School Number: | 28-0001-67 |
| School Grade span: | Pre Kindergarten through Fifth including Head Start |
| 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 checked="" type="checkbox"/> Other (Specify)_Science Multi-Tiered Systems of Support for Academics and Behavior__ |
| School Principal Name: | Briana McLeod-Larsen |
| School Principal Email Address: | briana.mcleod-larsen@ops.org |
| School Mailing Address: | 8314 Boyd Street Omaha, Nebraska 68134 |
| School Phone Number: | 531-299-1140 |
| Additional Authorized Contact Person (Optional): | Beth Taylor |
| Email of Additional Contact Person: | beth.taylor@ops.org |
| Superintendent Name: | Dr. Cheryl Logan |
| Superintendent Email Address: | cheryl.logan@ops.org |
| | |
| Confirm all Instructional Paras are Highly Qualified according to ESSA. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

| | |
|---|--|
| Confirm Schoolwide Plan will be available to the School District, Parents and the Public. | <input 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> Callie Brockman Briana McLeod-Larsen Beth Taylor Gretchen Wheeler Daniel Chipps Callie Brockman Ashley Watkins Lisa Conklin Monica West Shay Hanson Tracy Froien _____ | <u>Titles of those on Planning Team</u> <u>Parent Administrator</u> Instructional Facilitator School Counselor School Support Liaison Parent Parent Parent Teacher Teacher Teacher _____ |
|--|---|

School Information
(As of the last Friday in September)

| | | |
|--|-------------------------------------|---|
| Enrollment: 467 | Average Class Size: 21 | Number of Certified Instruction Staff: 34 |
| Race and Ethnicity Percentages | | |
| White: 22.9 % | Hispanic: 9.6 % | Asian: 23.8 % |
| Black/African American: 33.4 % | American Indian/Alaskan Native: 0 % | |
| Native Hawaiian or Other Pacific Islander: 0 % | | Two or More Races: 10.3 % |
| Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i> | | |
| Poverty: 74.5 % | English Learner: 27.6 % | Mobility: 14.3 % |

| | |
|--|--------------------|
| Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i> | |
| ELPA-21 | Phonics K-3 |
| MAP Fall & Spring | Amira K-2 |
| Mathematics Common Assessments | |
| Reading Common Assessments | |

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 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>Boyd Elementary instruction is Data Informed. Formative and summative data is interpreted throughout the school day and school year.</p> <p>We rely upon Summative Data to establish our whole school goals. Examples of year-long summative data are:</p> <p>1. Measures of Academic Progress (MAP) a computerized adaptive norm-referenced assessment</p> <p>SMART (Specific, Measurable, Attainable, Relevant, Timebound) goals are developed based on the prior year's results.</p> <p>Specific MAP Goals are as follows:</p> <p>Math 44.5% at or above the grade level norm 49.1% of students will meet or exceed their projected growth goal</p> <p>Reading 50% at or above the grade level norm 51% of students will meet or exceed their projected growth goal</p> <p>Students attending in person learning on the 3/2 Family Model participated in the Fall MAP test in September. In January 2021 teachers analyze the data provided from the MAP test. The Class Report, Student Profile Report, Learning Continuum, Achievement Status and Growth Summary with Quadrant Chart Report, Achievement Status and Growth Projection Summary and the Student Progress Report assist us identifying our areas of strength, the areas our students need more assistance. Through the data we are able to determine which students will benefit from targeted small group instruction either to bring the student to proficiency if below the grade level norm or to enrich student learning because a student has surpassed the grade level norm. In addition, data is analyzed to ensure the Tier 1 Instruction prepares students for upcoming assessments.</p> <p>An evolution cycle has been developed by our school for progress monitoring and continued improvement. The cycle includes the following rotation: Assessment Results/Student Work Samples --> Develop and Deliver Professional Development to Increase Teacher Capacity --> Instructional Coaching to Measure Fidelity and Provide Teacher Feedback --> Assessment Results/Student Work Samples --> Develop and Deliver Professional Development to Increase Teacher Capacity Based on Assessment Results/Student Work Samples --> Instructional Coaching to Measure Fidelity to Provide Teacher Feedback and the cycle continually repeats itself.</p> | |

The evolution cycle is driven by the following data pieces:

- Readers Notebooks
- Common Assessments in Math and ELA
- Running Records
- Instructional Coaching Trends of Whole and Small Group Instruction
- Student Work and Assessment Results

Students that are identified as at-risk of failing are supported through the following processes:

- Student Assistance Team Meetings
- Evaluation for Special Education Services
- Leveled Literacy Intervention
- Scheduled within co-taught classrooms
- Selected to attend Summer School
- Selected to participate in tutoring
- Small Group Instruction

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.

There are many ways that we gather information from our parents and community to identify the needs of the school. First, our school and staff are warm and welcoming. When a parent has a concern the "door" is open for them to share with us informally whether that be email, TEAMS or Zoom, or a telephone call or during a parent teacher conference. The Omaha Public Schools Climate Survey allows us to collect perception data to identify needs of the school community. The school principal interviews staff and students at the end of the school year asking, "What is one thing you think I should know? What makes you proud to be a Boyd Beaver? What is going well?" Microsoft Forms is an Office 365 tool that allows us to reach out to our families to get individual responses to our questions.

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.

An evolution cycle has been developed by our school for progress monitoring and continued improvement. The cycle includes the following rotation: Assessment Results/Student Work Samples --> Develop and Deliver Professional Development to Increase Teacher Capacity --> Instructional Coaching to Measure Fidelity and Provide Teacher Feedback --> Assessment Results/Student Work Samples --> Develop and Deliver Professional Development to Increase Teacher Capacity Based on Assessment Results/Student Work Samples --> Instructional Coaching to Measure Fidelity to Provide Teacher Feedback and the cycle continually repeats itself.

The evolution cycle is driven by the following data pieces:

- Readers Notebooks
- Common Assessments in Math and ELA
- Running Records
- Instructional Coaching Trends of Whole and Small Group Instruction
- Student Work and Assessment Results

Students that are identified as at-risk of failing are supported through the following processes:

- Student Assistance Team Meetings
- Evaluation for Special Education Services
- Leveled Literacy Intervention
- Scheduled within co-taught classrooms
- Selected to attend Summer School

Selected to participate in tutoring
Small Group Instruction

2. Schoolwide reform strategies

| | |
|--|---|
| 2.1 | <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>Students that are identified as at-risk of failing are supported through the following processes:</p> <ul style="list-style-type: none">Student Assistance Team MeetingsEvaluation for Special Education ServicesScheduled within co-taught classroomsSelected to attend Summer SchoolSelected to participate in tutoringSmall Group InstructionMatching families to resources outside of school that address a myriad of needs a student, or their family, may have (counseling, housing, medication, clothing, food, etc)Kindergarten classrooms have full-time paraeducator support | |

3. High quality and ongoing professional development

| | |
|--|---|
| 3.1 | <i>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.</i> |
| <p>An evolution cycle has been developed by our school for progress monitoring and continued improvement. The cycle includes the following rotation: Assessment Results/Student Work Samples --> Develop and Deliver Professional Development to Increase Teacher Capacity --> Instructional Coaching to Measure Fidelity and Provide Teacher Feedback --> Assessment Results/Student Work Samples --> Develop and Deliver Professional Development to Increase Teacher Capacity Based on Assessment Results/Student Work Samples --> Instructional Coaching to Measure Fidelity to Provide Teacher Feedback and the cycle continually repeats itself. The evolution cycle is driven by the following data pieces:</p> <ul style="list-style-type: none">Readers NotebooksCommon Assessments in Math and ELARunning RecordsInstructional Coaching Trends of Whole and Small Group InstructionStudent Work and Assessment Results <p>Students that are identified as at-risk of failing are supported through the following processes:</p> <ul style="list-style-type: none">Student Assistance Team MeetingsEvaluation for Special Education ServicesLeveled Literacy InterventionScheduled within co-taught classroomsSelected to attend Summer SchoolSelected to participate in tutoringSmall Group Instruction | |

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> |
| Virtual meetings with parents and guardians provided a platform for collaboration in the development of the School-Parent Compact. The School-Parent Compact will be included in the Student and Family Handbook. This year the document was shared via School Messenger with all Boyd Families. | |
| 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> |
| Virtual meetings with parents and guardians provided a platform for collaboration in the development of the School-Parent Compact. The School-Parent Compact will be included in the Student and Family Handbook. This year the document was shared via School Messenger with all Boyd Families. | |
| 4.3 | <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> |
| Our initial Title I Parent Meeting occurred January 28, 2020, during our monthly Parent Teacher Organization meeting. On February 25, 2020, our agenda included: Official Title I Notification, Benefits to Staff, Students and Families Title I Offers, Ways to Increase Family Engagement with Title I support, and time for Ideas, Feedback and Input for the Boyd Title I Plan. Helen Cologne, Media Specialist, Briana McLeod-Larsen, School Principal, Beth Taylor, Instructional Facilitator, and parents, Callie Brockman, Ashley Watkins and Lisa Conklin attended. | |

5. Transition Plan

| | |
|--|---|
| 5.1 | <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).</i> |
| Boyd Elementary provides opportunities for students, parents and school personnel to support, coordinate and integrate services. Students that attend an Omaha Public Schools Early Childhood Program (Head Start, Pre-kindergarten, Early Childhood Special Education) or any early childhood program, benefit from the knowledge gained of the student during their time in Early Childhood. Prior to or while attending Early Childhood classes students may be referred for services beyond the general education classroom. For example, Speech and Language support with the school Speech and Language Pathologist. If this occurs the student will have an Individualized Education Plan which is followed at any school they attend for Kindergarten. This document, along with communication between the special education supervisor, classroom teachers, early childhood liaisons and parents prior to the start of school also insure that all services are solidly in place. In addition, the Early Childhood students do not begin school on the first day, this allows the Early Childhood Teachers to complete Home Visits to connect with families and learn about their incoming students. The initial Home Visits are key to the entire process. | |
| 5.2 | <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).</i> |
| Time is invested to support students to successfully transition from Boyd Elementary to Middle School. In the classroom, teachers increase student accountability for coming to class with the necessary materials, as this will be a major responsibility in Middle School. | |

The Omaha Public Schools hosts Open House for their incoming Middle School students in the winter and spring prior to their arrival in the fall. Boyd Elementary advertises these events.

Middle School Counselors visit Boyd to assist with registering for classes.

The Boyd School Counselor teaches transition lessons to all fifth graders at Boyd. The Boyd School Counselor encourages the students that would benefit from Summer School in their Middle School or a Jump Start opportunity to attend. The Boyd School Counselor assists with recommendations and registration.

Specifically, the Boyd School Counselor teaches at least 3 lessons designed to address challenges students will face when attending a new school and meeting expectations more independently. See below for more information about the Unit and Lessons:

A. School Counseling Unit: Transition to Middle School Grade 5 : Week 28

Lesson Title : Transition - On Your Way to Middle School (Keys to Success) – Part 1

Student Learning Target: (Counselor will write or display the objectives/learning targets.)

1. I can state at least three keys to being successful in middle school.

2. I can state three ways to stay engaged during a classroom lesson

B. School Counseling Unit: Transition to Middle School Grade 5 : Week 29

Lesson Title : Transition - On Your Way to Middle School (Keys to Success) – Part 2

Student Learning Target: (Counselor will write or display the objectives/learning targets.)

1. I can state at least one way to stay organized in Middle School.

2. I can identify a study technique that may work best for me.

3. I can give one reason to use a planner calendar

C. School Counseling Unit: Transition to Middle School Grade 5 : Week 30

Lesson Title : Transition - On Your Way to Middle School (Keys to Success) – Part 3

Student Learning Target: (Counselor will write or display the objectives/learning targets.)

1. I can state one quick tip for passing in the hallway.

2. I can identify one rule/regulation for the middle school cafeteria.

3. I can name at least two ways to make friends.

The Special Education Resource Teachers at Boyd collaborate with the Middle School Special Education Resource Teachers. The Boyd Resource Teachers will write Individualized Education Plans along with the Middle School Special Education Teachers to insure that the proper goals and interventions are included. The Boyd Resource Teachers will, when it is helpful, visit the Middle School with an outgoing 5th grader.

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 I Plan increases the amount and quality of learning time, while increasing student engagement, within and beyond the instructional day in many ways. First, Title I support allows the Boyd Staff to provide extended learning opportunities through tutoring after school. Next, students are provided the use of IXL at home and at school. IXL is a targeted, computer based program based on Nebraska State Standards that allows students to work at their level to achieve proficiency, and with some, advance beyond their grade level content to meet the needs of all students. Teachers now have access to Nearpod, an engaging tool that enhances the student experience with 1:1 Technology and provides real time data for teachers. This crucial data provides opportunities for the teacher to check for understanding, access formative assessment results and adapt instruction. Boyd now has Promethean Interactive Boards with adjustable stands in each classroom, all thanks

to Title I. Title I support has allowed Boyd to upgrade technology, provide tutoring after school, and made targeted practice at home through IXL possible. In addition, coupled with 1:1 Technology, Title I provided software organically allows students to build 21st Century Skills (Communication, Creativity, Critical Thinking, Collaboration and Digital Citizenship) which gives children voice and choice on how they achieve and demonstrate competency in their learning goals. In conclusion, Title I has given Boyd the tools to take our instruction from good to great by providing additional time for tutoring, software and technology which ultimately engage our students and prepare them for the next steps in their educational career.