

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:	Rose Hill Elementary
County District School Number:	085
School Grade span:	K - 5
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 checked="" type="checkbox"/> Other (Specify) <u>science, writing</u>
School Principal Name:	Tylee Hanson
School Principal Email Address:	tylee.hanson@ops.org
School Mailing Address:	5605 Corby Street Omaha, NE 68104
School Phone Number:	402-457-6797
Additional Authorized Contact Person (Optional):	Melissa McWilliams
Email of Additional Contact Person:	Melissa.McWilliams@ops.org
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

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Heather Kes</u> <u>Tylee Hanson</u> <u>Melissa McWilliams</u> <u>Bess Lehmann</u> <u>Amada Kenny</u> <u>Dani Alderson</u> <u>Christine Koltas</u> <u>Kris Denton</u> <u>Alex Curran</u> <u> </u> <u> </u> <u> </u>	<u>Parent</u> <u>Principal</u> <u>Instructional Facilitator</u> <u>ESL teacher</u> <u>Resource teacher</u> <u>4th grade teacher</u> <u>2nd grade teacher</u> <u>Elementary supervisor</u> <u>Student Support Liaison</u> <u> </u> <u> </u> <u> </u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 300	Average Class Size: 23	Number of Certified Instruction Staff: 29
Race and Ethnicity Percentages		
White: 39 %	Hispanic: 10 %	Asian: 25 %
Black/African American: 18 %	American Indian/Alaskan Native: >1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: >1 %
Other Demographics Percentages		
Poverty: 74 %	English Learner: 20 %	Mobility: 17 %

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

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>
Summative data was collected by the district, at the end of the school year, and analyzed by our leadership team and classroom teachers. The	

collected data was compiled into data book by the district. This data book was used to disaggregate data in order to determine a focus for the following year. We used data from Fountas and Pinell Benchmarking (Kinder-Fifth), NeSA R, M, (3-5), and NWEA MAP (2nd) to help determine our focus and to help create our school improvement plan. In conjunction with test data, we also look at the OPS Snapshot Report, which includes, Enrollment Trends, Mobility Trends, and Free/Reduced Lunch reports. Our continued focus is on Reading, Writing, and Math.

Using the disaggregated data from the previous year, we were able to see our strengths in addition to our needs in grades K-5. From our needs assessment, we identified specific high yield strategies from OPS's Best Instructional Practices Handbook (BIPH) that will be used school-wide to increase student achievement with all students. As data is analyzed, strategies are identified for the School Improvement Plan, and professional development dates are calendared to ensure strategies are clear for teachers and they are able to execute in the classrooms. In addition to this, we were a pilot school for a more focused school improvement process. This process is outlined in section 1.3.

As current data became available, such as acuity data, MAP data and F & P benchmark data; we used it to inform instruction and to plan long-range goals and plans. During grade level meetings, teachers used data to determine the need of individual students and then differentiated instruction accordingly.

The Academic Data Representative (ADR) attends monthly district meetings to receive training on the different reports available to staff. The Instructional Facilitator and School Support Liaison attend monthly district meetings and to receive additional training on high yield strategies that are found in the BIPH. The information is then brought back to the staff during grade level meetings and staff meetings, to identify what supports or extensions are needed for individual students.

Documentation included in folder: 2015-2016 Assessment Data collected by district to plan for 2016-2017 school year, School Improvement Plan, data boards for progress monitoring, math and reading acuity data, and grade level meeting agendas.

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.

Parents were provided the opportunity to complete an online version or a paper copy of the Climate Survey. Unfortunately, through the change of district distribution of this survey, only 1 parent completed the survey. We did not feel that was a true reflection of how our parents feel about our school climate, discipline, and Parent Involvement.

For the 2016-2017 school year, we changed the procedure of how to survey our parents. During conferences, teachers handed the climate survey to parents for them to complete right then, if they hadn't already completed it online. Parents then placed the survey in the locked box provided by the district. It is our hope that more parents were able to provide feedback for the success of our school.

Next year, we plan to have various informational and input meetings for families and community members. Sessions such as, Donuts for Dads, Muffins for Moms or Coffee and Conversations will be held quarterly to collect input from parents. At these meetings we will review our School Improvement Plan: sharing our data, strategies, and our goals for the school year. We will also encourage parents to provide feedback, give input, and ask questions about the plan.

Rose Hill has an active Parent Teacher Organization that meets monthly to brainstorm ideas for events, support and for feedback.

Documentation included in folder: Climate survey card, Data book with Climate Survey, Parent/Community Questionnaire

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.

This year, targeted school improvement has been a focus at Rose Hill. We are a pilot school for a school improvement process where teachers are at the forefront of the decision-making. Dr. Jim Knight worked closely with us to start this process. The process is a simplified way to increasing student achievement through targeted, consistent professional learning that involves teachers in every decision. According to Jim Knight, our school improvement process will include 1) focused, clearly defined improvement plan that takes into account the complexity of teaching and learning relationships, 2) a school culture that encourages ongoing professional development, and 3) alignment of purpose and actions among all staff members. Instead of determining several SIP goals, we

narrowed our focus. Through teacher input and classroom observations (using the 20 minutes high impact survey), and with our target leadership team, we determined our area of growth that would make the most impact on student achievement. All professional development is centered around this area, all coaching and discussions are centered around this area. Because of our streamlined approach, teachers are more focused and determined to make growth and needed changes.

In addition to our SIP process, Rose Hill Elementary continuously works to identify and meet the needs of all students. We hold Grade Level Meetings once every 10 days to communicate with teachers, to disaggregate data and to provide focused professional development. During these meetings, data is disaggregated to determine specific individual needs of students. Formative assessments, such as checks for understanding, student work, and common assessments are also used to make instructional decisions. Teachers use the pacing guide, table of specifications, and standards to plan upcoming lesson strategies and checks for understanding by creating an action plan for their classroom. Additionally, this information provides a guide as to what professional development is needed for teachers and/or paraprofessionals. Professional development is provided during grade level meetings as well as during staff meetings. Data from NWEA-MAP test, Acuity, F & P benchmarks, in addition to the Omaha Public Schools' Pacing Guide, and NDE's Table of Specifications are used to identify specific strengths and challenges.

Teachers are also encouraged to sign up for Student Assistance Team (SAT) meetings as soon as a need is detected for individual students. During these meetings we discuss what is happening in the classroom, what support the teacher needs and what other supports we can provide.

Documentation included in folder: Table of Specifications for ELA & Math, 2016-2017 School Improvement Plan and School improvement items, goals meeting, data used to inform instruction

2. Schoolwide reform strategies

2.1

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.

Students at Rose Hill have various opportunities to extend or have extra practice with the state academic standards. Using data and the process for determining at-risk students (briefly explained in 1.3) to analyze and identify student needs and to make instructional decisions students are continually placed into services or activities that will assist them in moving toward proficiency or higher.

The following services and/or activities are in place to assist students in reaching their goals: after school tutoring (4x weekly), breakfast and lunch bunch tutoring (for specific students – according to data), summer school, Imagine Learning for all students, LLI intervention for selected students and all ELL students, along with small group interventions. Various other resources are available to help meet all students’ needs. Students are referred to Teammates, Connections Therapists, Silent Mentors and the Guidance Counselor as needed. Additionally, we have 1.5 Resource teachers and one Speech/Language teacher who work with students according to their IEP goals.

High quality professional development is provided through our teachers in the UNO/OPS reading Master's Degree co-hort, Instructional Facilitator, district leaders, outside consultants and/or Principal.

Documentation included in folder: District Academic Action Plan, Best Instructional Practices Handbook, Class Summary data, tutoring form, Summer School Application, silent mentoring information, NeSA calendar, LLI tutoring, SAT forms, Acuity data, Lunch bunch invite

3. Qualifications of instructional paraprofessionals

3.1

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.

Omaha Public Schools hires only paraprofessionals that meet the ESEA/ESSA requirements. Paraprofessionals at Rose Hill Elementary School are provided training at the beginning of each school year. During this meeting, paras are provided the staff handbook, along with important information. Additionally, they are provided the same professional development the teachers receive. All staff are provided data from the previous year, and an introduction to the current school year's school improvement goals. Each para is assigned to a specific grade level or area, where the teacher provides them with guidance and lessons that

meet individual student needs. Teachers and paras have time to collaborate during plan time, if needed. Paras also attend TEAM day professional development two full days and three half days with all Rose Hill staff. Furthermore, paraprofessionals attend district led professional development annually. This professional development includes, MANDT training and working with kids in crisis. This year, all paraprofessionals were trained in DIBS, a take home reading program. Paras are responsible for running the program in each classroom.

Documentation included in folder: Letter from HR & Title I, para meeting agendas, DIBS information, district agenda

4. High quality and ongoing professional development

4.1

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.

Professional development is an ongoing and welcomed event at Rose Hill. Our teachers and support staff are always eager to learn. As explained in section 3.1, we are piloting a school improvement process (SIP) that incorporates professional development. This year, our focus has been on engagement. Teachers determined, through the SIP process that if students are overtly engaged, they are more apt to master the concepts presented to them.

Each year, data is also used to determine the necessary professional development to expand teachers' instructional knowledge (this year, the focus has been on engagement). As listed in 1.3 and in 2.1, teachers are constantly using data to identify student needs and strengths. When doing this, the instructional facilitator and principal take notes to determine what professional development is needed to best assist the teachers/paras/ and students. Professional development is provided by a variety of educators and outside consultants.

Along with the SATs, Grade Level Meetings, and TEAM days, we also meet two Mondays a month for staff meetings. Most often, staff meetings consist of professional development. Whether it is a turn key, given by the district, an outside consultant focusing on best practices, a current teacher getting her masters in reading, or the leadership team, it is our goal to continually provide best practices teachers can use right away to

increase student achievement. Once professional development has taken place, teachers are coached by the leadership team. We know that when teachers are supported in their efforts of trying a new strategy, there is a high level of return. After professional development has occurred, teachers and coaches meet to discuss the strategy, teachers can have the strategy modeled for them in their classroom, and then coaching occurs, with a discussion to follow. The focus of this method is to make sure the teacher and students feel success in their classroom. Peer observations are also encouraged. Teachers visit each other's classrooms to gain instructional knowledge from each other.

In addition to the PD provided at the school level, the district provides 1) mentors through the Take Flight Mentoring Program, where each new teacher is assigned a mentor within the building, 2) district level PD such as LLI training, and 3) support for conferences and outside consultants.

Documentation included in folder: Coaching Schedule, PD cycle, staff meeting agenda, summer conference, peer observation forms, LLI training, SAT information, SIP plan, peer visit schedule, reflection form, picture of gradual release PD

5. Strategies to increase parental and family engagement

5.1

Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.

Since Rose Hill was not Title I last year, we did not have a parent compact. The parent compact we developed with the input of parents and will use next year is included in the folder. Each year, it is our goal to elicit feedback from parents and students in order to review and revise the compact as needed. We will revisit the compact at various parent meetings to ensure that all parties are fulfilling their responsibilities. At our opening parent meeting, we will discuss the compact, share data and the school improvement plan as well as the Title I process and what it means for our school.

Our PTO is very involved in planning and organizing parent and family activities. The PTO meets monthly to discuss upcoming events and to coordinate efforts to make them successful. Each year, we typically have a family event monthly. These include literacy nights, math & game nights, art festivals, wellness events and career day.

Documentation included in folder: School-Parent Compact, fall opening letter and insert

5.2 *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.*

As a new Title I school, we will continue having staff and parents meet monthly at PTO evening meetings. In addition, we will begin the annual parent meetings, during the school year. We will also reinstate our Coffee and Conversation morning meetings either monthly or bi-monthly. During these meetings parents will be provided data results, information about curriculum, assessments, attendance policy, and parents will be given the opportunity to provide feedback on what next steps they would like to see happening in the school. During these meetings, parents will also have the opportunity to hear from our counselor and community partners. All families are invited to attend, therefore, interpreters will be provided as needed.

Families will be included in the annual review of the school-parent compact and will be provided the opportunity to suggest revisions and/or additions.

Documentation included in folder: Parent and Family Engagement Policy

5.3 *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.*

Rose Hill has not been a Title I building for several years, therefore, we have not held Title I parent meetings. As described previously, we will have our first meeting in the fall and will continue with parent involvement meetings throughout the school year. At our first meeting, during Open House, we will have notecards for input on the compact.

Currently, we have PTO meetings the second Tuesday of every month. The times alternate each month, 4:30 & 6:30, to try to accommodate all families. Our Student Assistance Team (SAT) meetings are officially held before and after school, however we accommodate parents as much as possible. We have family nights (6:00-7:00 pm) monthly, report card conferences are held Wednesday and Thursday of district conference

week.

Teachers are often reminded of the importance of ongoing parent communication. Teachers are asked to keep documentation and/or notes when communicating with families. Written communication is provided to all families and the community through monthly newsletters and local communications.

Documentation included in folder: Newsletters, game night flyer

6. Transition Plan

6.1 *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.*

Rose Hill has multiple activities and services for students and parents that will be transitioning into the elementary school program. All families are invited to Kindergarten Round Up in January. During Kindergarten round up, families are able to briefly meet the Kindergarten teachers and then learn from several school staff such as the nurse, principal, student support liaison and counselor. During this time, upcoming Kindergarten students are assigned a Kindergarten buddy to work on a fun activity in the classroom.

In June, Pre-Kindergarten students are invited to attend Kindergarten Jump start at Rose Hill. These are upcoming students that will be attending Kindergarten the following year. During Jump-start, students are shown procedures and routines, such as how to go through the lunch line and how to participate in reading rotations. Jump-start is a great way to help student's transition to Kindergarten.

We also host a back to school night in August. Students are able to come and meet the teacher as well as tour the school.

Documentation included in folder: Kindergarten Round Up documents, Kindergarten Jump start application, Keys to getting ready for school, Rose Hill opening letter

6.2 *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.*

Intentional guidance lessons are planned to help student’s transition from elementary to middle school. Middle school counselors visit the current fifth grade students to share information and answer questions about scheduling, activities/clubs, sports, academic expectations, etc. The students also meet with middle school counselors to register for classes for the upcoming year.

In addition, the school counselor plans guidance lessons that focus on helping the students understand their personality and learning styles and how this can help them be successful in middle school. The students also participate in “how to” lessons covering these topics: how to open a lock, how to transition from class to class, how to get and stay organized, how to make new friends, and how to use an agenda to stay on top of homework expectations.

Lastly, 5th grade students are invited to attend summer school at local middle schools. This summer program allows them to learn the building and the expectations.

Documentation included in folder: middle school readiness info, transition lessons and power point, transitions to middle

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>
n/a	
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>
n/a	

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>
Rose Hill Elementary has several instructional activities in place, which will enhance the amount of learning quality for students. First, Rose Hill offers a Strategic Tutoring Program, which serves about 26 students. The after school-tutoring program focuses on specific student needs,	

according to data. Students are tutored in small group or one on one situations utilizing LLI, Imagine learning and targeted instruction. In addition to the tutoring program, Rose Hill students are provided more tutoring opportunities during breakfast and lunch. These specific students work on skills they lack according to benchmark, MAP and acuity data.

Another great opportunity for our students is the DIBS (delivering infinite book shelves) program. DIBS is a take home reading program which allows students in grades K – 3 to check out and check in books every day to take home and read. The program tracks the number of books each student is reading. It also quizzes students on various books to ensure they are reading them. This program has increased the number of students who are reading at home. To date, Rose Hill K – 2 students have read 4,000 books!

Students at Rose Hill attend field trips. These field trips, in connection with state standards, provide enriching experiences for students. Rose Hill also has a Grandparent Program where an elderly volunteer assists in the first and second grade classrooms.

Rose Hill staff are continually working to enhance their education. There are a couple teachers participating in the reading career ladder offered by UNO, as well as the ESL masters or endorsement program. These master's degree programs helps to increase teacher's knowledge and ability in the area of Literacy and ESL. All teachers at Rose Hill participate in staff and grade level meetings. Both meetings are held twice a month for an hour and the topics vary depending on the buildings needs. Furthermore, Rose Hill teachers are coached weekly by administration. Through coaching, teachers are given feedback on their instruction, which includes ways that they can improve or expand their teaching. In the past, we participated in teaching studies. Teaching studies offer teachers a format where they get the opportunity to watch each other teach, then discuss the teaching, and decide what they want to implement into their own classrooms.

Documentation included in folder: Summer School Application, Tutoring calendar, Enrichment Camp Registrations, Teaching Study Protocol, Foster Grandparent information, Clubs and enrichment activity flyers, 20 minute impact survey

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>Since Rose Hill was not a Title I school previously, the following is how we would like to use the funds. Funds will be used to provide additional staff to supplement instruction through specific skill based teaching that will boost student achievement. Additionally, support through a focus teacher to work with small groups of students in areas of reading and math for 16 hours a week.</p> <p>Currently, our tutoring program is limited due to the number of teachers we are allotted. Through title I funds, we could expand the tutoring program to providing more certified teachers to reach more students.</p> <p>Professional development is another area where federal, state, and local funds will be used to support student's achievements. Through professional development, teachers are able to enroll in classes, seminars, and workshops, which will help in the growth and development of their teaching abilities. Teachers are able to attend these professional development sessions based on their interest and the interest of their students. The learning and growing that takes places through professional development benefits not only the teacher but also the students.</p> <p>The federal, state, and local funds will also be used in providing Summer school staff to help with focused interventions. Additional summer school staff will work with teachers, utilizing data, to determine specific needs of students to provide extra support.</p> <p>Throughout summer school, staff and teachers will work closely to ensure students have an educational and enriching experience.</p> <p>General budget, as well as Title I, will pay for Paraprofessionals, Teachers, and supplies, which all aid in the success of students.</p> <p>Documentation included in folder: Summer PD opportunities</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>

Rose Hill Elementary School has many generous community partners that develop relationships with families and staff, share time with students, and donate money for various activities, lessons and needs. Some of these include: University of Nebraska at Omaha, Creighton University, Sherwood Foundation, Girl and Boy Scouts of America, Northstar, City Light Church, Kids Club, Foster Grandparent Program, TeamMates mentoring program, Target, Connections therapists, community counseling, food pantries, Salvation army, operation school bell, SAFE Program.

Omaha Public Schools is fortunate to have a partnership with the two universities in the city. Several teachers have had the opportunity to take courses to further their education, and college students from Creighton and UNO visit and volunteer. The Sherwood Foundation is very generous to families at Rose Hill. The foundation assists with basic needs and special activities for students.

Whispering Roots and Live Well Omaha partnered to provide an Aquaponics system for our 4th grade classroom. Through the Aquaponics system, students participated in valuable science lessons. Additionally, City Sprouts of Omaha helped Rose Hill start a community garden through raised flowerbeds. Our students take care of the garden and offer the produce to families and to the community at our Wellness fair.

Other Rose Hill School's partnerships stem from District partnerships, such as Rose Theater, Strategic Air and Space Museum, Fontenelle Forest and Lauritzen Gardens. These community partners provide field trip experiences for students at no cost. Douglas County Extension, Nebraska Extension in Saunders County and University of Nebraska at Lincoln offer an Agriculture Literacy Festival for fourth graders at no cost. Our student's benefit from these outside experiences and learning.

Documentation included in folder: Rose Theater learning opportunities dates