

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:	Fontenelle Elementary School
County District School Number:	28-0001-101
School Grade span:	Pre-K through 5th 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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Dr. Scott Sturgeon (Acting Principal)
School Principal Email Address:	scott.sturgeon@ops.org
School Mailing Address:	3905 North 52nd Street Omaha, NE 68104
School Phone Number:	402-457-5905
Additional Authorized Contact Person (Optional):	Danielle Bachmann
Email of Additional Contact Person:	danielle.bachmann@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 & at least one student if Secondary School)</i>	
Eric Nelson	<u>Parent</u>
Cheryl Prine	<u>Administrator</u>
Scott Sturgeon	Principal
Danielle Bachmann	Assistant Principal
Gale Woerman	Instructional Facilitator
_____	Reading Facilitator
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 610	Average Class Size: 23	Number of Certified Instruction Staff: 30
Race and Ethnicity Percentages		
White: 12.0 %	Hispanic: 14.8 %	Asian: 24.9 %
Black/African American: 39.7 %	American Indian/Alaskan Native: 1.5 %	
Native Hawaiian or Other Pacific Islander: 0.2 %		Two or More Races: 6.9 %
Other Demographics Percentages		
Poverty: 60.6 %	English Learner: 27.9 %	Mobility: 11.1 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS Language Arts, Mathematics, Science	Fountas and Pinnel Benchmarking
NWEA MAP Testing- Language Arts, Mathematics, Science	Climate Survey
ELPA Assessment	
InView Testing- 2nd Grade only	

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	<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 Fontenelle building leadership team along with the instructional leadership team met to discuss MAP scores, attendance data, and ELPA data to identify needs and focus areas for the School Improvement Plan. From that data our focus has been on improving scores in reading, mathematics, and science for MAP scores. The instructional facilitator led teachers in how to read and analyze the MAP data from the fall and winter MAP testing sessions during grade level meetings in the fall and winter. During grade level meetings there was an emphasis on utilizing the MAP data to formulate small group interventions, as well as forming small LLI groups for reading. The attendance team reviewed attendance data bi-monthly, to determine students who may be at risk for less than 95% attendance. The MTSS-B team meets monthly to discuss behavior data, and to formulate a plan of action to incorporate needs of improvement in particular behaviors. A Student Assistance Team also meets regularly to address the academic and behavior needs of individual students and to ensure interventions are in place to meet that child's needs.</p> <p>Evidence includes: Fontenelle data book pages 21-83, staff meeting and grade level meeting agendas and sign ins from dates we focused on data analysis and implementation, MTSS-B big 5 data, MTSS-B agendas.</p>
1.2	<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>Parent feedback is provided electronically at Fall conferences. A message was sent out via our Fontenelle App for parents to complete. Paper surveys were handed out at Fall conferences to allow parents to provide feedback for changes at Fontenelle Elementary School. Reminders about family events are also sent out electronically.</p> <p>Family events held include: Back to School Night, Partnership for Kids Back to School Kickoff at UNO Caniglia Field. Open House, Quarterly P4K Celebrations, Winter Program, Conferences both Fall and Spring, Project Harmony Meeting, and Field Day.</p> <p>Evidence includes: Fontenelle Data book pages 15-16. P4K Schedule, Conferences, and Meeting Dates.</p>
1.3	<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>The School Improvement Plan for Fontenelle identifies professional development and data driven decisions for the ongoing needs of professional development. Through the SIP plan the goals outlined are those of comprehension in reading and language arts, and number sense in mathematics. After identifying a high need of ensuring that academic standards are being taught within each grade level, another identified area of focus is on clear learning targets that are written in student friendly terms, as well as posted in the classrooms for all</p>

students to see. Professional Development on learning targets is ongoing and discussed during grade level meetings as well as staff meetings. Together as grade level teams clear learning targets were created for specific content areas to ensure that the standards were related to the specific learning target. Coaching visits on learning targets and SIP goals are ongoing. Professional development on science was given to teachers at the beginning of the year by the building leadership, and again through a grade level meeting presented by an elementary science curriculum coach. Coaching visits and specific targeted areas are aligned with the Best Instructional Practices Handbook. During a grade level meeting at the very beginning of the year all teachers were given pd on where to find the online version of the Best Instructional Practices Handbook, and how to navigate through the booklet. All teachers were also guided on where to find their grade level specific pacing guides outlines by Omaha Public Schools, as well as, their grade specific standards. Paraprofessional meetings were held by the Assistant Principal and Instructional Facilitator.

Evidence includes: Fontenelle SIP, SIP Plan Reflection, Coaching Schedules, Grade Level Meeting Agendas, Paraprofessional Meeting Agendas.

2. Schoolwide reform strategies

2.1

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.

Professional development is ongoing at Fontenelle Elementary School. Keeping in mind our literacy and math SIP goals we have also provided professional development in learning objectives and checks for understanding. We are continuously utilizing the Best Instructional Practices Handbook when we are conducting coaching visits, teacher evaluations, or everyday conversations for student success. Professional Development is provided twice a month through staff meetings as well as twice a month during grade level meetings. Professional development at staff meetings is whole group professional development on our schools identified learning targets and learning objectives and checks for understanding. Grade level meetings allows us time to look at grade specific data and formulate professional development for specific grade level teams. For struggling learners who may not be succeeding with the grade level specific curriculum we also provide two tutoring options for students. One is an ELL newcomer and refugee tutoring twice a week in the mornings for an hour. The second option in a general tutoring program where all students are allowed to enroll. This tutoring group also meets twice a week for an hour each day in the mornings. LLI is also provided to students who are significantly below grade level. This is a targeted intervention plan to assist students who are struggling with literacy. When a students' needs are questioned and the student is performing below grade level then the Student Assistance Team (SAT) is called and a meeting or two are scheduled to discuss the childs concerns and to formulate an intervention plan for that specific student. The SAT team consists of the SAT team coordinator/Instructional Facilitator, School Psychologist, Speech teacher, Resource teacher, General Education teacher, and Counselor or School Social Worker. We have two full time counselors, a full time social worker, and a school psychologist who is at our school two days a week. Fontenelle is also a Partnership for Kids school which gives every classroom in our building 2-3 classroom mentors that meet with students two times each quarter to go over their reading and life skills goal with them. Mentors even take time out of their busy schedules to read with students. We also have a handful of TEAM mates mentors who meet with 3 students each week to ave lunch with them and to discuss how their week has gone. Fontenelle also has an attendance team that meets every bi-monthly to discuss students who may need extra assistance, or who are close to missing milestone days. A letter is sent home with students at 5, 10, and 15 days. If a student reaches 2 days then extra steps are taken. Communication with school and families takes place continually to ensure that

students are at school, and are learning. Fontenelle also offers summer school in the month of June for all eligible students as well as an ELL summer school in the month of July for qualifying learners.

Evidence Included: Staff Listing, SIP Plan, Coaching Schedule, Tutoring Teacher Lists, 2018-2019 Best Instructional Practices Handbook, and Academic Action Plan Brochure.

3. Qualifications of instructional paraprofessionals

3.1

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.

All Instructional paraprofessionals meet the ESEA requirements. In addition to meeting the requirements paraprofessionals are required by the district to attend professional development twice a year. Once in the fall and again in the spring. Within the building the Assistant Principal and the Instructional Facilitator provide additional professional development to better assist the paraprofessionals within our building. Professional development topics were determined based on need and the schools SIP plan.

Evidence includes- Paraprofessional Meeting Agendas, HR Letter, and Fontenelle Staffing

4. High quality and ongoing professional development

4.1

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.

Professional development is delivered to staff twice a month at monthly staff meetings. Staff meetings meet after school for an hour. Grade Level meetings are also held twice a month during the teachers assigned plan times. During designated TEAM plan days professional development is delivered to all certified instructional staff. Classified staff have meeting twice a semester that is planned professional development. Smaller meetings are held for classified staff when there is a need. Professional development is provided by building Principals, Instructional Facilitator, Literacy Facilitator, and District Supervisors within a given field. The district provides two scheduled curriculum days to allow teachers to either get a refresher on the curriculum, or to learn about new curriculum.

Instructional coaching is provided throughout the year by the Principal, Assistant Principal, Instructional Facilitator, and Literacy Facilitator. Coaching is geared towards what was presented during the professional development.

Along with coaching appraisals are completed. Teachers who are up for appraisal have two formal appraisals along with coaching visits throughout the year.

Evidence Includes: Staff Meeting Agendas, Grade Level Agendas, Coaching Schedule, Appraisal Schedule, Teacher Appraisal Guide.

5. Strategies to increase parental and family engagement

5.1

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.

<p>Created with staff members, families, and students to identify the Fontenelle Elementary School-Parent Compact. Each compact is included in the Fontenelle Elementary School Handbook. Focused on student achievement at home and at school. Parents are to sign off that they have received and read the student handbook each year.</p> <p>Evidence Included- Fontenelle Compact pg.9</p>	
5.2	<p><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>
<p>Within the Fontenelle Student Handbook is the Fontenelle Title I handbook. As part of the every student succeeds act it lays out opportunities that we offer at Fontenelle Elementary School</p> <p>Evidence Includes- Policy pgs. 7 and 8.</p>	
5.3	<p><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>
<p>Fontenelle's Annual Title I meeting will be taking place this Spring. A meeting with the principal will be sent out to have parents attend and give viable feedback. Annual meeting is taking place this spring and then we will have all parties sign in that they were in attendance.</p> <p>Evidence Includes- A sign in sheet will be complete and submitted after our Spring meeting.</p>	

6. Transition Plan

6.1	<p><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>
<p>Fontenelle has a Pre-K program and towards the end of the year the teachers work together with the kindergarten teachers to allow the younger students to see what a kindergarten classroom is like. Every year we hold a Pre-K registration day as well as Kindergarten Round-Up. Parents are informed of Kindergarten Round Up by the school sign, the Omaha Public Schools website, the Fontenelle Elementary website, a flier that goes home with older students at Fontenelle for siblings who maybe entering Kindergarten.</p> <p>Evidence Includes: Kindergarten Round Up Flier, Pre-K Dates Flier</p>	
6.2	<p><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>
<p>For our students who are moving onto the junior high level our school counselors work with students and families to make that transition smooth for middle school. We also have middle school counselors visit the school to help enroll students into the right classes. Fliers were also distributed to families to let them know when Middle School Open Houses were scheduled.</p> <p>Evidence Includes: Middle School registration dates and guidance lessons with the emphasis on transitions to middle school. Middle School Open House Flier.</p>	

7. Strategies to address areas of need

7.1	<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>We begin the school day at 8:50. We currently participate in the Grab and Go breakfast program that allows students to grab breakfast starting at 8:35 and head down to class. Students enter with a morning warm up. Emphasis has been placed on having bell to bell instructions throughout the course of the day. As a school wide initiative professional development has been provided on ensuring that all classrooms have learning objectives posted and they have gone over them before, during, and at the end of every lesson. Fontenelle also has instructional paraprofessionals in every kindergarten classroom, two paraprofessionals in 1st grade, one paraprofessional in 2nd grade, and one paraprofessional in 3rd grade to provide additional support within the instructional time frame. These paraprofessionals work with the whole class, small groups, and one on one setting to reach specific needs. Along with paraprofessionals we also have three foster grandmothers that work with one of our 1st grade classrooms as well as our two Pre-K classrooms. These women help provide an extra line of support as they work with students to help build basic skills. Teachers are given and advised to stay in pace with the districts curriculum guides and pacing guides. The majority of our primary teachers have had additional training in LLI which is a leveled literacy program. Three teachers in the primary grades have also been trained in Primarily Math which emphasizes math content knowledge in the early years. This current year we have also had a 2nd grade teacher participate in the OGAP math training that the district has provided. We also provide two tutoring options to students and their families. One tutoring option is for our ELL students specifying newcomers and refugees, our second tutoring option is open to all students and their families. Both tutoring options are provided two days a week and are in the mornings from 7:35-8:35. At Fontenelle we also have numerous learning clubs that meet in the mornings as well. We have a STEM club, robotics club, and lego club that assist students in building their skills.</p> <p>Evidence Included: Before School tutoring teachers and lists of # of students, Before School Club List and members, List of teachers certified in Primarily Math and OGAP training.</p>	

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

8.1	<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>Fontenelle Elementary has received Title I funding for the 2018-2019 school year. Title I funds provides salaries for several positions. Along with providing salaries Title I money has also been allocated to purchase new technology. Technology purchased this year includes MAC laptops, 20 Ipad Minis, and two new computer carts. This technology was purchased to allow students experience with technology, but to also assist with building NSCAS needs. 3,000 dollars was also allocated to every kindergarten through 5th grade team to purchase materials to assist in literacy and mathematic needs for each grade level team. Title I funds are also used to assist with summer school supplies and staffing needs.</p> <p>Evidence Included: 2018-2019 Title I Budget, Title I Accountability Allocations.</p>	