

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:	Gateway Elementary
County District School Number:	28-0001-226
School Grade span:	PK-6th
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Terry Burton
School Principal Email Address:	terry.burton@ops.org
School Mailing Address:	5610 South 42nd Street Omaha, NE 68107
School Phone Number:	(531)299-1480
Additional Authorized Contact Person (Optional):	Molly Egan
Email of Additional Contact Person:	molly.egan@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>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Julia Stewart Terry Burton Nicole Longlee Molly Egan Shari Johnson Cindy Brown Matt Timm Rebecca Mussak Chris Pereira _____ _____ _____	<u>Parent Administrator</u> Asst. Prin. Instructional Facilitator Literacy Coach Elementary Teaching and Learning Consult. Math Coach ESL Coach SPED Supervisor _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 904	Average Class Size: 25	Number of Certified Instruction Staff: 65
Race and Ethnicity Percentages		
White: 14 %	Hispanic: 80 %	Asian: 1 %
Black/African American: 2 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: %	Two or More Races: 2 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 84 %	English Learner: 38 %	Mobility: 7 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
MAP	
EXACTPATH	
School Climate Survey	

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 Omaha Public Schools is committed to using data to inform decision making at all levels of the educational process. Data is analyzed at the district level, building level, grade level, and individually with each teacher. Gateway Elementary uses assessment data to identify the needs of all students. Student assessment data includes: NWEA Reading, NWEA Math, NWEA Science, NSCAS Reading, NSCAS Math, NSCAS Science, ELPA 21, InView, Fountas and Pinnell Benchmark Levels, Running Records, and District Common Assessments. All assessments are reviewed by staff and utilized in the decision making process for best instructional practices. Staff meet in PLCs, every ten days, to review students' progress and make instructional changes to meet students' academic needs. Staff work collaboratively to plan strategies, utilize resources, and initiative interventions to improve academic achievement.</p> <p>Gateway Elementary has implemented intervention time, into our daily schedule, which provides opportunities for students to receive reteaching and intervention learning opportunities. Through the use of the Phonics Mastery Program and Leveled Literacy Instruction students are given opportunities to make instructional growth in the area of reading. If students are not making adequate growth then they are referred to the Student Assistance Team for additional interventions. Decisions are made about students through the Special Education referral and verification data, as well as the ELPA-21.</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>Gateway Elementary is committed to meeting the needs of students, parents and the community. Surveys have been developed as part of the School-Wide Improvement Process. Parents were informed of the climate surveys during Spring conferences. Surveys were completed during March 2019. Additional computers were set up during Parent-Teacher conferences for parents to complete the survey. The results of the surveys were shared with staff and parents to aid in the decision making process when meeting the needs of all students at Gateway Elementary.</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>Gateway Elementary's School Improvement Plan is focused on specific improvements in the areas of attendance, wellness, MTSS-B, reading, math, and science. A School Improvement Plan committee was put in place to dissect the data, from the previous year, and plan professional development accordingly. Staff meetings and PLCs are held four times a month to make instructional decisions about our students and receive professional development that goes along with our School Improvement Plan. Budgetary purchases support the curriculum and standards based upon instructional needs.</p> <p>Evidence:</p>

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>At Gateway, it is practice to utilize a variety of assessment to monitor the achievement and effectiveness of the Gateway Elementary curriculum and programs. Data is collected on individual students, programs, and grade levels. Current assessment practices include NSCAS, NWEA-MAP, and district common assessments. Staff members meet every ten days, in PLCs, to analyze students' data for the purpose of identifying students in need of extra support. The added support could be in grouping during reading and math small group time, intervention support, tutoring, summer school , or referral to the MTSS Team. Once data is analyzed, Gateway Elementary utilizes a decision-making process to adjust instruction and possible addition of intervention opportunities to meet the needs of each child.</p> <p>At Gateway we also provide additional instruction through the use of before-school tutoring. Students use a Blended Learning program called ExactPath with conjunction with teacher support to provide targeted instruction to struggling students. In addition, the Student Assistance Team meets to assist in developing targeted interventions to students who are not meeting grade level standards. Finally, behavioral support is given to students through a MTSS-B framework. The MTSS-B Tier 1 and Tier 2 team work together to provide appropriate supports for students who are struggling behaviorally in the classroom.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>All paraprofessionals of the Omaha Public Schools meet the ESEA requirements. This is regulated by the district's Human Resource department. A professional development calendar is created in August that pertains specifically to the paraprofessionals. The topics focus on needs based off observation and para interest survey. In addition, 4 paraprofessionals took part in additional PD offered by Mentor Nebraska.</p>	

4. High quality and ongoing professional development

4.1	<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>Our school improvement plan focuses on the needs of our staff and professional development is provided with the goal of improving teacher effectiveness. To create this plan we use data from district, national and building assessments as well as daily work. Staff engage in Professional Learning Communities that meet twice monthly. During these times staff focus on student work, data and observations. They reflect on lessons and continuous improvement through collaboration. In addition, staff meet twice a month to engage in professional development that focuses on teaching strategies and best practices in literacy and math. During this time a cohort of staff that this information does not always pertain to meet with Boys Town to engage in developemnt regarding student engagement and management. District level professional development is also required for staff throughout the year. New teachers are supported through our Take Flight Mentor program in which each new teacher is assigned a qualified, tenured mentor.</p>	

5. Strategies to increase parental and family engagement

5.1	<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>
<p>The School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve. At annual parent teacher conferences the compact will be discussed as it relates to each individual student. A written compact is given to each family at the beginning of the year and signed off on by each stakeholder.</p>	
5.2	<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>
<p>The written District parent and family engagement policy has been developed jointly with, update periodically and distributed to parents and family members of participating children and the local community in a uniform format. Parents are involved in the planning, review and evaluation and improvement of the compact at an annual parent meeting.</p>	
5.3	<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>
<p>At Gateway Elementary the annual Title I parent meeting is held in conjunction with our fall opening house. At this time parents are informed of our school's participation in Title I. On Thursday February 13, 2020 the Omaha Public Schools Title I office held their annual district parent and family engagement policy review from 5:30-7:30 at the Central Office.</p>	

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
<p>Transitioning from one school to the next or from one grade level to the next evokes a wide variety of emotions, behaviors, and concerns for both children and their parents. For teachers and principals it is an opportunity to have a fresh start with students and to introduce them to the culture and expectations of the school in a way that promotes positive behavior and involvement.</p> <p>At Gateway Elementary the key to the transition process is relying on a team of administrators, teachers, interpreters, parents, students, and community members to support the children.</p> <p>Our transition plan for incoming students to support, coordinate and integrate services from their previous school include but are not limited to the following:</p> <ul style="list-style-type: none"> • Special tours of the school for families new to the school community • Opportunities for students to visit Gateway Elementary during the summer months • Safe Walk to School/Meet the Teacher Night prior to school opening • Open House in the Fall • Fall opening packet that includes: Principal Welcome, general information such as school times, lunch prices, medication policy, teacher letter explaining homework policy, field trip information, classroom supply list. 	

- Clear communication about all aspects of the school programs (e.g. website, newsletters, school handbook; letters to parents and children)
 - Two full-time counselors on hand at Gateway to help families cope with change and separation anxiety
 - Welcome/orientation packets for new families
 - Kindergarten Roundup in the Spring
- Throughout the planning and implementing of the programs mentioned above, the belief is held that collaboration among all staff and families who share responsibility and concern for the children’s welfare is ultimately the most effective transition strategy that can be employed.

6.2 *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.*

Gateway Elementary's transition plan for outgoing students as they move onto their next school school/program/career include but are not limited to:

- A partnership with Bannister Leadership Academy that pairs at risk students with mentors to help with the transition from elementary to middle school.
- Middle School Open House allows students to visit and tour various middle schools in the district
- Middle School Orientation in the spring allows sixth grade students to visit their assigned middle schools
- Magnet School Assemblies allow families to learn about special programming and receive information about the district’s magnet schools
- Two full-time guidance counselors are on staff at Gateway. These counselors provide lessons to our students each spring that focus on transitioning to a new school.
- Middle school counselors visit Gateway each spring to meet and complete schedules with students transitioning to middle school.

Throughout the planning and implementing of the programs mentioned above, the belief is held that collaboration among all staff and families who share responsibility and concern for the children’s welfare is ultimately the most effective transition strategy that can be employed.

7. Strategies to address areas of need

7.1 *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.*

All certified staff and paraprofessionals are utilized to implement the school wide plan. Gateway Elementary has a MTSS-B coordinator for Tier 1 and Tier 2 that oversee the implementation of the MTSS plan. In addition, we have a SAT coordinator that oversees the implementation of MTSS-A interventions. The instructional facilitator, literacy facilitator, math facilitator, special education staff, and EL teachers are utilized to provide supplemental instruction in the areas of reading, language, and math. The master schedule allows for the efficient use of time for students to receive extra support in their classroom.

Before school tutoring, intervention time during the school day, and additional clubs after school provide extra instruction to students are struggling. Before school tutoring provides opportunities for students to receive extra support on skills related to the NWEA-MAP tests through the use of a computer program called ExactPath. Additional targeted students are selected to receive additional tutoring through the SAVE program that is associated with Creighton University. Invention time, during the school day, provides interventions to Tier 2 and Tier 3 students in grades K-6. In addition, targeted students in K-3 received an additional 30 minutes of LLI instruction. All K-3rd students also receive Phonics Mastery for 20 minutes, every day, to improve their

reading ability. Finally, a certified teacher works with our high ability learners to provide opportunities weekly, during the school day.

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

8.1

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.

Gateway Elementary currently has nearly 1,000 students enrolled in Pre-K thru 6th grade. In order to meet student needs and support student achievement at Gateway Elementary the primary funding sources listed below are coordinated and integrated into day to day operations. The funds listed cover such things as salaries, benefits, contracted services, transportation, utilities, technology, curriculum materials and supplies. All annual allocations are approximate and vary from year to year.

Omaha Public Schools General Fund Dollars---\$2,000,000

ESL Funds---\$750,000

Title I Funds---\$500,000

Special Education Funds---\$250,000

Omaha Early Learning Center Grant---\$150,000

Early Childhood Education Funds---\$100,000

Schoolwide Fundraising Dollars---\$30,000

Sherwood Out of School Needs and Experiences Grant-\$10,000

Daneff Grant---\$5,000