

# 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:	Bancroft Elementary
County District School Number:	28-0001-204
School Grade span:	Pre-Kindergarten-Sixth Grade
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input 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) _____
School Principal Name:	Mr. David Milan
School Principal Email Address:	David.Milan@ops.org
School Mailing Address:	2724 Riverview Blvd. Omaha, NE 68108-1699
School Phone Number:	402-344-7505
Additional Authorized Contact Person (Optional):	Mr. Paul Kosch
Email of Additional Contact Person:	paul.kosch@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

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Mrs. Valerie Ryan Frank</u> <u>Mr. Paul Kosch</u> <u>Mrs. Cassie Nelsen</u> <u>Ms. Sarah Rybar</u> <u>Mrs. Kathy Bilek</u> <u>Mrs. Linda Rice</u> <u>Mrs. Anne Friedrichsen</u> <u>Mr. David Milan</u>  <u>      </u> <u>      </u> <u>      </u> <u>      </u>	 <u>Parent</u> <u>Asst. Principal</u> <u>Counselor</u> <u>Counselor</u> <u>Math Coach</u> <u>Instructional Facilitator</u> <u>Literacy Facilitator</u> <u>Principal</u>  <u>      </u> <u>      </u> <u>      </u> <u>      </u>

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 773	Average Class Size: 19	Number of Certified Instruction Staff: 58
Race and Ethnicity Percentages		
White: 20.3 %	Hispanic: 73.7 %	Asian: .1 %
Black/African American: 2.3 %	American Indian/Alaskan Native: .6 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 2.8 %
Other Demographics Percentages		
Poverty: 89 %	English Learner: 92 %	Mobility: 15.5 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	NeSA
InView	Reading Benchmarks
ELPA21	

*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>
<b>Data was analyzed by the leadership team as well as classroom teachers to guide classroom instruction and planning. Teachers differentiated</b>	

**instruction based on student progress. Grade level meetings were held twice a month to evaluate student progress on summative and formative assessments by classroom teachers.**

**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 and community members completed the School Climate Survey. The survey was offered to all participants at student/teacher conferences in the Spring. The surveys were anonymous and returned to the district research department for compilation. Principal's Coffees were held quarterly to engage parents in school activities and provide input for school initiatives. Parents attended Title One input sessions held at the district offices.**

**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.*

**The School Improvement Plan identifies improvement efforts in the area of learning targets. Professional Development is held monthly to continue this work.**

## **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.*

**Several strategies are used to address the needs of all students. Leveled Literacy Intervention is used in Kdg-Sixth grade for students who are reading significantly below grade level. It is used by classroom teachers as well as ELL Resource teachers. ELL Resource teachers also provide instruction for students in need of beginning academic language support (newcomers). Sonday, Reading Mastery, and LIPS are used as literacy interventions by Special Education teachers for students identified for Special Education. Guided reading is used by all classroom teachers for students who are reading below, on, or above grade level. Each classroom teacher is allotted a 20-30 minute intervention time for reading, math or writing. A teacher from the Gifted and Talented Department provides enrichment for identified students in the top 5% of academic achievement and interest groups for other high achieving students.**

### 3. Qualifications of instructional paraprofessionals

3.1	<i>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.</i>
<b>All paraprofessionals meet the ESSA requirements. Paraprofessionals attend building professional development to support students with academic needs in reading and math.</b>	

### 4. High quality and ongoing professional development

4.1	<i>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.</i>
<b>Professional development is provided by the building and district.</b>	

### 5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
<b>The school-parent compact was reviewed at the Parent Coffee in December 2017.</b>	
5.2	<i>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.</i>
<b>The Title 1 Parent and Family Engagement Policy and Procedures was reviewed with input from parents at the Principal's Coffee on Dec. 20, 2017.</b>	
5.3	<i>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.</i>
<b>The annual Title I meeting took place in December at the building. This meeting reviewed both the parent policy and compact as well as discussing how Title I funds would be used in the building. The annual Title 1 Parent Open House was held at the Teacher Administrative Center on Thursday, Dec. 7, 2017. The Annual Title 1 Meeting was held on Feb.15, 2018.</b>	

### 6. Transition Plan

6.1	<i>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.</i>
<b>Bancroft's kindergarten transition plan includes multiple activities for students, parents and school staff members. Bancroft evaluates the effectiveness of the kindergarten transition plan on an annual basis. Kindergarten Roundup information is sent home to all prospective students. During Kindergarten Roundup, children are given the opportunity to visit classrooms and participate in activities. Current Pre-K students are given the chance to visit a kindergarten room for a portion of the day, even if a parent does not attend Kindergarten Roundup.</b>	
6.2	<i>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.</i>
<b>The counselors from middle school visit Bancroft to speak with students, schedule classes for the fall and answer questions.</b>	
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>
<b>Bancroft's schoolwide plan identifies how all staff and personnel support the implementation of the plan. Activities include the following: Extended learning time tutoring Tuesday and Thursday after school, ZAP (Zoo Afterschool Program) including STEM activities and enrichment as well as homework and tutoring time, Summer School with an emphasis on reading, writing and math, Student Assistance Team meetings with parents, teachers, school psychologists, and building leadership to discuss plans and interventions for individual students.</b>	

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

<b>8.1</b>	<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>
<b>Bancroft's schoolwide plan identifies how Title 1 funding supports a schoolwide plan. Title 1 Funding pays for an Instructional Facilitator, Computer Specialist, a Pre-K teacher, and a paraprofessional.</b>	
<b>8.2</b>	<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>
<b>Bancroft works in partnership with local services and programs to support high achievement of all students. These local services and programs offer various forms of support to assist Bancroft students, parents and teachers.</b>	