

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:	Jackson Elementary School
County District School Number:	201
School Grade span:	Pre-Kindergarten through 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) <u>Gradual Release of Instruction and Clear and Measurable Objectives.</u>
School Principal Name:	Tynisha Northcutt
School Principal Email Address:	tynisha.northcutt@ops.org
School Mailing Address:	620 South 31st Street Omaha, NE 68105
School Phone Number:	402-344-7484
Additional Authorized Contact Person (Optional):	Molly Ottens (Instructional Facilitator)
Email of Additional Contact Person:	molly.ottens@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>Mayra Alfaro</u> <u>Valerie Schovanic</u> <u>Tynisha Northcutt</u> <u>Kathy Kennedy</u> <u>Robert Laird</u> <u>Molly Ottens</u> <u>Jen Vizuetta</u> _____ _____ _____ _____ _____	<u>Parent</u> <u>District Supervisor</u> <u>Building Principal</u> <u>District Consultant</u> <u>School Support Liason</u> <u>Instructional Facilitator</u> <u>Dual Language Facilitator/ESL Teacher</u> _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 188	Average Class Size: 18	Number of Certified Instruction Staff: 25
Race and Ethnicity Percentages		
White: 8 %	Hispanic: 89 %	Asian: 3 %
Black/African American: 4 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 3 %	Two or More Races: 1 %	
Other Demographics Percentages		
Poverty: 94.1 %	English Learner: 55.4 %	Mobility: 24.6 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	NESA
ELPA	InView (second grade)

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>
Jackson strives for student success by utilizing the Student Improvement Plan to drive professional development for teachers and to meet the needs	

of all learners in our building. The Student Improvement Plan is an ongoing working document which drives Grade Level Meeting and Staff Meeting agendas. In addition, the staff utilizes the Jackson Data book, ELPA results, and MAP data to analyze each student's strengths and areas for development. Staff participated in data digs where they were able to break down Fall and Winter MAP results and develop lesson plans for whole group, small group, and intervention instruction.

Documentation:

**Jackson Data Book
January Data Dig Powerpoint
Grade 2-5 MAP Report
Jackson School Improvement Plan**

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.

Jackson values our community of learners, especially our families. Parents and guardians are invited to complete the climate survey which was offered electronically and as a hard copy. The results of this survey can be found on p. 41/42 in our Data Book. Jackson principal, Tynisha Northcutt and Bilingual Liason, Liz Efegino also welcomes parent/guardian input during the Principal Coffees which take place monthly. Those meeting provide parents and guardians with opportunities to learn about their child's school day and to offer input for developing Jackson and meeting the needs of the families.

Documentation:

**P. 41/42 of Jackson Data Book
Parent Coffee (9/7/16)**

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.

Jackson Leadership Team and Staff strive for excellence in delivering best instructional practices to our students. Student success is the utmost goal. Through bimonthly staff meetings, weekly grade level meetings, coaching notes and our Best Instructional Practices Handbook, the Leadership Team collaborates with teachers and paraprofessionals to ensure student success. In addition, the leadership team meets bimonthly with Dr. Kathy Kennedy to discuss our Student Improvement Plan,

coaching strategies, pedagogy, and develop well organized plans to ensure student success.

Documentation:

Revised School Improvement Plan

Agendas for October 19 and March 3 (Dr. Kathy Kennedy)

Best Instructional Practices Handbook

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.

Utilizing the wide variety of instructional strategies in our Best Instructional Handbook and implementing MTSSB at Jackson ensure student's success including those at risk. In addition, utilizing SAT meetings to collaborate on instructional strategies for tier 2 and 3 students will promote student success as well. Our staff has also made a commitment to attend LLI training provided by the district as a way to intervene with tier 2 and 3 students in the classrooms. P4K is an additional tool that is used in our building to promote goal setting and growth mindset.

Documentation:

MTSSB Meeting Agenda/March 1

Jackson Action Plan

LLI Letter

Best Instructional Practices Handbook

Jackson SAT Form

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.

Paraprofessionals at Jackson are highly qualified according to district guidelines. Paraprofessionals are utilized as an additional resource to assist in the educational success of our students. Jackson Leadership

Team provides ongoing instructional support to our paraprofessionals with monthly meetings and coaching opportunities. As Jackson continues to develop paraprofessionals, a lesson plan template is in its developing stages as additional tool to drive effective and efficient instruction for our students.

**Documentation:
Coaching Note
Para Agendas
Title HQ Letter**

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.*

Jackson has adopted the theme, "Leaping Like Champions", this year. This theme reflects the ongoing professional book study that certified staff are collaborating on. In addition, Jackson utilizes its Student Improvement Plan to drive professional development and instructional support for its teachers. Jackson's three main focus areas this year are Clear and Measureable Objectives, Gradual Release of Instruction, and Balanced Literacy. Opportunities on Team Day, Staff Meetings, and Grade Level Meetings allow certified staff to collaborate and further practice their talents in developing our 3 focus areas.

**Documentation:
Revised Jackson School Improvement Plan
Various Agendas from grade level and staff meetings
Jackson Team Plan Day
Agenda for October 19 and March 3 (Dr. Kathy Kennedy)**

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.*

Student success is the goal of Jackson. Jackson has developed expectations to promote student success. Our Learning Compact explicitly demonstrates learning expectations and collaboration between the family and school to promote student success.

Documentation:

Learning Compact in English and Spanish

Parent Sign-In Sheets for Back to School Night (signed copies available upon request/had student names on them)

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.

Jackson has developed a Building Policy that demonstrates a framework of ongoing communication about student progress, opportunities for family participation, and building expectations. This policy is utilized and communicated to parents to promote student success.

Documentation:

Jackson Building Policy

Parent Coffee Sign In

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.

Jackson welcomes our families in our building at all times. We recognize the value of developing family/school partnerships. Jackson supports these partnerships through monthly communications such as the newsletter (English/Spanish), Back to School Nights, Math/Reading Family Nights, Omaha Children's Museum Night, and Open House/Back to School Night. Jackson also encourages reading for the joy of it by promoting Book Trust in K-3 classrooms, housing a library where families can take free books, and providing a fall book fair with books at free/reduced rates.

The compact was shared at the first Principal's Coffee of the school year. This took place on September 7, 2016.

Documentation:

Compact (Spanish/English)

Principal's Coffee Sign-In

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>
<p>Having an early childhood program paves the way for student success in elementary school. Jackson also hosts Kindergarten Round-Up, summer school, and Back to School night for early childhood students to successfully transition to elementary school.</p> <p>Documentation: Summer School Registration Form Kindergarten Round Up</p>	
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>
<p>Jackson is coordinating with Norris Middle School to provide our current with a field trip/tour through Norris Middle School. Our sixth grade teachers also prepare students for Middle School with the use of an agenda to organize their assignments and to communicate with families.</p> <p>Documentation: Screen shot of an email to Norris Summer School letter parent/principal</p>	
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>
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>

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>
<p>The amount and quality of learning time within or beyond the instructional day is accomplished through a homework help program throughout the year. Jackson also provides summer school to students demonstrating academic need. This program runs during June. Sherwood grants have allowed Jackson to</p>	

provide a summer library program. This program allows students access to the school library on certain days/times each week during summer break.

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

8.1

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.

Jackson strives to provide professional development books to our Staff and Leadership Team. Each certified staff member was provided with Teach Like a Champion book to conduct a book study on. In addition, Jackson continues to grow a professional resource library for its staff. Students also benefit from the funds because we purchased libraries for each of our Spanish classrooms. Additional resources for LLI were purchased with Title I funds. Several teachers were able to attend professional conferences and share the information learned with the staff during staff meetings. The majority of Title I discretionary funds were used to build professional libraries for staff and to provide intensive professional development in the area of TDA (text dependent analysis).

Documentation:

Teach Like a Champion Book Study Calendar

Title I budget

8.2

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.

Jackson benefits from a wide variety of community resources. Partnership for kids promotes goal setting and achievement celebrations, Completely Kids provides after school care and activities, and Creighton Prep visits our classrooms as mentors and role models.

Documentation:

Creighton Prep Sign In

P4K Goals

Skutt Community Day

Creighton University Work Study