

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:	Lothrop Magnet Elementary
County District School Number:	074
School Grade span:	Headstart through 4th grade
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 checked="" type="checkbox"/> Other (Specify)_Pre-K & Magnet (Science/Technology___
School Principal Name:	Ms. MeLitta Wilson
School Principal Email Address:	MeLitta.Wilson@ops.org
School Mailing Address:	3300 N 22nd Street Omaha, NE 68110
School Phone Number:	531 - 299 - 1780
Additional Authorized Contact Person (Optional):	Mrs. Michelle Sorensen
Email of Additional Contact Person:	Michelle.Sorensen@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>
Norman Grayson MeLitta Wilson Michelle Sorensen Janice Burris Cari Kenney Jennier DiRuocco Hannah Spielman Stassi Beaugard Nicolette Oliver Shannon Workman Rieley Burtzel Michelle Benda Michelle Pietzyk Daphne Philmon Jeaneen Talbott _____	<u>Parent Administrator</u> Instructional Facilitator School Counselor School Social Worker School Support Liaison Magnet Facilitator 3rd Grade Teacher 3rd Grade Teacher 2nd Grade Teacher 1st Grade Teacher 4th Grade Teacher Resource Teacher Family Room Liaison Elementary Supervisor

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 329	Average Class Size: 20	Number of Certified Instruction Staff: 26
Race and Ethnicity Percentages		
White: 8.3 %	Hispanic: 18.2 %	Asian: 4.6 %
Black/African American: 60.0 %	American Indian/Alaskan Native: 0.9 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 8.0 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 86.4 %	English Learner: 19.3 %	Mobility: 17.7 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NWEA MAP	Phonics Mastery Guides
ELPA 21	
NSCAS	
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	<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>Lothrop Magnet Elementary School’s summative data was collected by the district at the end of the school year. The leadership team (principal, Instructional Facilitator, Math Coach, Literacy Facilitator, and our Teaching and Learning Consultant) analyzed the summative data. The data was also shared with all certified staff, to help guide decision making for the School Improvement Plan.</p> <p>The district publishes each individual school’s annual data, so that all data can be found in one place. This data collection provides the School Improvement team with all district-wide formative, interim, and summative data. Demographic data includes enrollment, mobility, attendance and conference trend data. The team uses the demographic data, MAP Growth, and NSCAS data when analyzing strategies used—what worked well and what needs to change to meet the needs of our students.</p> <p>Using the disaggregated data, we determine the strengths and challenges of our students, align our plan with the expectations guaranteed and viable curriculum including pacing, and identify the specific high yield strategies from Omaha Public Schools’ Best Instructional Practices Handbook (BIPH) that aligns with the needs of the students. Professional development opportunities are calendared to ensure strategies and expectations are clear and can be implemented effectively.</p> <p>The instructional facilitator/academic data representative (ADR) attends monthly district meetings to receive training on the guaranteed and viable curriculum, strategies, assessments, and associated reports available to staff. The information is then brought back to the principal, allowing time for reflection and collaboration on how and when to best share the information with all staff (grade level meeting, staff meeting, one-on-one conversation with follow-up coaching and collaborative conversations).</p> <p>Documentation in Folder: 2018-2019 Data Book, 2019-2020 Best Instructional Practices Handbook Cover Page and the 2017-2018 full PDF version), School Improvement Plan template , 2019-2020 EILN Meeting and ADR meetings calendar</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>Lothrop Magnet Elementary School has a thriving Parents and Teachers Together (PATT) group. PATT is the Lothrop version of a PTO. This team brainstorms ideas for fundraisers and celebrations, and support what is happening within the school. Parent input for school plans, collaboration, and feedback often comes from the PATT group. We also use this group of parents for input on the School Improvement Plan.</p>

Parents were provided an opportunity to complete an online Climate Survey. Unfortunately, with the electronic distribution of the survey, Lothrop only had four parents complete it. The information collected on those four surveys were not considered reliable, therefore we have no official climate survey data.

At the close of each school year, parents and community members have been provided the opportunity to provide feedback on the following two questions: 1. What are some things Lothrop Magnet Elementary staff are doing well and you would like to see continue? And 2. What are some opportunities for change that you would like to be considered at Lothrop Magnet Elementary? With the change in leadership, we did not have the results from the questionnaire to share and reflect on with staff and parent/community partners this year.

Documentation in Folder: Climate Survey Data (data book pages 9-10), Parent/Community two question Questionnaire, PATT event dates, PATT Meeting Minutes example

1.3	<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>Lothrop Magnet Elementary School works continuously to identify the needs of all students. Grade level meetings are held once every 10 school days. Grade level meetings are a time for teachers and leadership to collaborate using the district curriculum guides and ensure we are working towards mastery on the School Improvement Plan (SIP).</p> <p>Teachers are encouraged to sign up for Student Assistance Team (SAT) meetings as soon as a need is detected for an individual student. During SAT meetings, we discuss what the need is, what the teacher is doing to address the need, and what support the teacher and/or student need—do we need the challenge teacher, literacy coach, math coach, counselor, or social worker to work with the student and/or teacher? The early childhood team also collects data through Teaching Strategies Gold to track developmental gains. This data is used for planning instruction and helps teachers prepare for differentiated learning in the classroom. The team of early childhood teachers analyze and create academic goals through vertical planning to ensure effective strategies are in place to increase overall achievement of all Pre-K students. If the data shows that students are not progressing, the team makes decisions for SATs and interventions to be implemented.</p> <p>Documentation in folder: Curriculum Guide example, 2019-2020 School Improvement Plan, SAT form</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>All students at Lothrop Magnet Elementary have opportunities to extend or have extra practice with state standards. Lothrop Magnet Elementary staff analyzes and identifies student needs and makes instructional decisions using the process listed in 1.3. Students are continually being placed into services or activities that will assist in moving toward proficiency or higher.</p> <p>The following services and/or activities are in place to assist students in reaching their goals: after school tutoring (twice weekly for reading and math), all students in kindergarten through fourth grade use IXL for both reading and math, Leveled Literacy Intervention (LLI) for below grade level readers and English learners, and kindergarten through fourth grade engage in daily Phonics Mastery intervention. Lothrop Magnet Elementary partners with Mentor Nebraska to provide mentoring support for students who are at-risk (missing more than five days of school). Students can be referred to meet with the Social Worker and Guidance Counselor as</p>	

needed. Lothrop Magnet Elementary also has one full time and one part time resource teacher, one full time speech/language pathologist, and one English Learner teacher to support students as well. Teachers provide peer-to-peer professional development at monthly staff meetings through the staff spotlight. Teachers can share a strategy they use in their classroom that has been successful for students. Sometimes, teachers will even record students in action, so we can see the impact the strategy has on the classroom.

Teachers and leadership team members meet once every ten days to look at student progress and make instructional decisions for next steps. Teachers can hold a SAT for individual students on Tuesday, Wednesday, or Thursday before or after school. SATs ensure a collaborative environment to discuss student needs and challenges in-depth with a team of people. This team will also find strategies and/or services which will foster success for the student’s social, emotional, academic, and attendance needs.

Documentation in Folder: SAT Calendar, Tutoring Registration, Summer School application, Mentor Nebraska documentation, LLI documentation (Long Range Goal Setting and LLI documentation), PM assessment data sheet (Long Vowels Assessment Pack)

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>Before the start of the school year, the HR Department provides each paraprofessional with adequate background checks and trainings to ensure they meet the ESEA requirement. Once this is completed, a letter from HR is sent to keep on file. During the school year, the principal ensures that paras are trained and presented with the same information as certified staff via monthly support staff meetings and/or trainings. During this time support staff members are given the opportunity to voice concerns and share insight on matters regarding building-wide implementations. Each quarter, the classroom teacher(s) completes a paraprofessional evaluation to ensure roles and responsibilities are adequately being met. The teacher and support staff meet to review the evaluation. Further discussion with the school principal is considered if/when needed. This allows for supports to be put in place and it is another measure to ensure that we are meeting the needs of our students.</p> <p>Documents in Folder: Para Meeting, Paraprofessional Evaluation, and HR Letter</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>This year, the school principal implemented Data Triangulation to support our grade level meetings. This gave teachers the opportunity to address the correlation between report card grades, NWEA MAP Assessment Scores, and guided reading levels. Teachers were supported with interventions that would improve their own pedagogy, and in turn, improve student learning. After creating the coaching schedule, the leadership team created a fidelity coaching tool which helped to mainstream expectations throughout the school. This tool supports not only high yield instructional strategies, but also addresses classroom management components. It was suitable for all subject areas and supported the district's focus area initiatives. During staff meetings and looking at past data, a professional development plan was developed. These trainings and meetings are all</p>	

based on the supports, needs, and expectations of all stakeholders. Through all of these components, Lothrop was able to ensure that the School Improvement Plan was not only followed, but reassessed often to ensure fidelity and growth.

Documents in Folder: Data Triangulation, Fidelity Coaching Template, Coaching Schedule, Professional Development Plan, School Improvement Plan, Staff Meeting Example.

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>This year, we used the parent & community questionnaire to gain information and assist with improvements. We also used kindergarten roundup to ensure the families were aware of the school compact, along with other school-based services. The agenda was multi-purposed because it also served as an invitation. Parents were able to review it ahead of time and call with questions that were addressed during the meeting. Some of the questions gave our leadership team insight on how to adjust and ensure that some procedures and policies were more jointly developed and distributed amongst all stakeholders. This information is also on our school homepage online.</p> <p>Documents in Folder: 2019-2020 School Compact, Kindergarten Roundup Agenda, Parent & Community Questionnaire.</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>Parents are provided with several opportunities to help develop the Parent and Family Engagement Policy/Procedure. During Open House, parents were given the opportunity to pose questions, comments, and concerns that our leadership team uses to incorporate into our PD and MTSS-B Plans. When we do family nights, there is always an informational booth which gives families information about our school implementations, and other resources which are available. This ensures everyone is involved. Our school's PATT (Parents and Teachers Together) meets once a month to plan and organize fundraisers, school events, and more. During these meetings, the principal is able to review current school implementations and provide updates. Feedback is provided accordingly. Our school partners with the North Omaha Learning Community Center. Their program, Parent University, serves early childhood through 1st grade. Many of our families benefit through the various trainings and classes held there. Each quarter the leadership team and members of Parent University meet to review supports, students and families in the program, and make adjustments based on data and parent input.</p> <p>Documents in Folder: Title 1 Parent and Family Engagement Policy or Procedure. PATT Event Dates, PATT Meeting Agenda, Parent University Meeting Agenda, Open House Sign In Sheet, Superhero Reading Family Night</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>The annual Title 1 meeting was held at the first PATT Meeting of the school year. Additional information is shared through our school's monthly newsletter. At the end of the year, an additional meeting is held, during our Kindergarten Roundup, to inform families. During this meeting, several key stakeholders from our school</p>	

community speak about their roles, various implementations and services which are available to our students, families, and outside community partners. The principal reviews pertinent information in terms of programming, funding, and services at the school. During the quarterly Parent University meeting, staff and parents meet to ensure participation and involvement of everyone.

Documents in Folder: January Newsletters, Kindergarten Sign in Sample, Kindergarten Roundup Agenda, Parent University

6. Transition Plan

<p>6.1</p>	<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>As a part of the Guidance Curriculum, there are lessons our school counselor delivers to the fourth grade students. These lessons support students transition to middle school. They cover topics such as passing period, class selection, and organization. There is an additional lesson which allows students the opportunity to practice with locker combinations. Our school counselor also provides students and their families the opportunity to go and visit their middle school prior to attending in the fall. To help with the transition from primary to intermediate, our tutoring and summer school staff will work with the grade level below to progress academically, while also supporting social/behavioral adjustments. Our Kindergarten Roundup is used to transition students into kindergarten. During this time, incoming students are given a tour of the building, and they also complete activities with the kindergarten teachers. Families are given learning/readiness packets at the end of the session.</p> <p>Documents in Folder: Transition to Middle School (Lockers), Transition to Middle School (Week 28), Transition to Middle School (Week 29), Summer School Application, Tutoring Permission Slip, Kindergarten Roundup Agenda</p>	
<p>6.2</p>	<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>Intentional guidance lessons are planned to help students transition from elementary to middle school. Middle school counselor visits the current fourth graders. They share information and answer questions about scheduling, activities/clubs, sports, academic expectations, etc. that the students have about middle school. The students also meet with the middle school counselors to register for classes for the upcoming school year. The school counselor at Lothrop Magnet School also plans guidance lessons which focus on helping the students understand their personality styles and how this can help students be successful in middle school. The students also participate in "how to" lessons covering the following topics: how to open a combination 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. They even practice opening lockers with locks.</p> <p>Documentation in folder: Transition to Middle School (Week 28), Transition to Middle School (Week 29), Transition to Middle School (Lockers)</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>As the leadership teams works to ensure the school-wide plan is not only implemented, but also inclusive of needs and district initiatives, many processes are incorporated. All stakeholders follow a daily schedule to ensure amount and quality of learning throughout the day. To ensure learning can occur in the classroom, the school follows MTSS-B which monitors classroom engagement and participation using the classroom practices walkthrough tool. To ensure learning outside of the school day, our school partners with Civic Nebraska to provide a CLC program after school. The enrollment application is documented. During observations and evaluations, the leadership team collects school-wide data. This data was used in a fidelity check presentation to share with staff during a staff meeting. This is important to ensure everyone is informed with the status of learning within and beyond our school day. The quality of instruction is also observed through the implementation of quarterly lesson plan checks. The checklist includes high yield components which each lesson should have. The data wall encourages students to stay focused throughout the school day. Students are also encouraged to track their own growth on various assessments using the Student Data Tracking Sheet. This is another great tool to show evidence of the amount and quality of learning time throughout the instructional day. The data book is an essential tool when planning for professional development and making adjustments to our plan throughout the school year. It allows for progress monitoring to occur regularly. Another part of the school-wide plan is to ensure time allotments and minutes are adhered to. The school-wide schedule is used to ensure that all stakeholders adhere to time allotments. This supports bell-to-bell instruction.</p> <p>Documents in Folder: Classroom Practices Walkthrough Tool, CLC Enrollment Form, ESL Schedule, Fidelity Check Presentation Meeting, Grade Meeting Agenda, Lesson Plan Checklist, Lothrop MAP Data Wall, Data Book, Schoolwide Schedule, Student Data Tracking Sheet</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>The Federal, State, and Local funds are used to support summer school as a means to provide additional classroom supports with paraprofessionals and enrichment opportunities. Funding is also used to purchase technology, so that our school can have one to one devices for all of our students based on our goals in our school improvement plan. Summer professional development is another area funded to support seminars and workshops to help aid in the growth and development of teaching in general. Teachers are able to attend these professional development sessions based on their interests and the needs of their students. Funding is also used to help with summer school enrichment opportunities for students and staff. The Lozier/Sherwood Foundations support in the success of students by providing funding for various student, staff, and schoolwide needs. These supports include food, clothing, foundational housing supports, field trip admission, and transportation. Our CLC afterschool program supports families with funding for the program by providing a DHHS applications. Title 1 and Magnet budgets also support funding for our magnet teacher and supplies to support programing in science. These funds support lesson plans and experiments as well.</p> <p>Documents in Folder: School Improvement Plan, Budget Spreadsheet, DHHS Application for CLC, Lozier Funding, Magnet (All Grade Pacing Guide), Magnet Lesson Plan Sample</p>	