

# 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 School
County Dist. No.:	28-0001
School Name:	Kennedy
County District School Number:	28-0001-
School Grade span:	Pre-K through 5th
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)_SEL__
School Principal Name:	Rios Gunter
School Principal Email Address:	rios.gunter@ops.org
School Mailing Address:	2906 North 30 <sup>th</sup> St. Omaha, NE 68111
School Phone Number:	402-457-5520
Additional Authorized Contact Person (Optional):	Nancy Mahrt
Email of Additional Contact Person:	joseph.eckerman@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

<p align="center"><b>Names of Planning Team</b> <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p align="center"> <u>Ashley Hawthorne</u>  <u>Nancy Mahrt</u>  <u>Mandy Owen</u>  <u>Dustin Driever</u>  <u>Alise Hoffman</u>  <u>Jimmiw Watts</u>  <u>Rachel Evans</u>  <u>Rios Gunter</u>    <u>      </u>  <u>      </u>  <u>      </u>  <u>      </u> </p>	<p align="center"><b>Titles of those on Planning Team</b></p> <p align="center"> <u>Parent</u>  <u>Literacy Dean</u>  <u>1st Grade</u>  <u>Special Area</u>  <u>Early Childhood Special Education</u>  <u>Early Childhood</u>  <u>Social Worker</u>  <u>Principal</u>    <u>      </u>  <u>      </u>  <u>      </u>  <u>      </u> </p>
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<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 250	Average Class Size: 15	Number of Certified Instruction Staff: 34
Race and Ethnicity Percentages		
White: 8.5 %	Hispanic: 9 %	Asian: 32.1 %
Black/African American: 41.5 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0.4 %		Two or More Races: 8.5 %
Other Demographics Percentages		
Poverty: 86.3 %	English Learner: 32.5 %	Mobility: 22.9 %

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

*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

<b>1.1</b>	<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>
In addition to analyzing Nesa data, Howard Kennedy Elementary uses Aimsweb, MAP, and SEL assessment three times a year for our universal screeners. Based on these universal screeners, our students	

<p>receive tiered interventions based on our MTSS-A model. Teachers also purposefully plan for differentiated instruction during class time using the Professional Learning Communities cyclical approach.</p> <p>Supporting Documentation:  Aimsweb  MAP  Lab Lists  Common Formative Assessments  Progress Monitoring  RTI handbook</p>	
<b>1.2</b>	<p><i>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.</i></p>
<p>Howard Kennedy's climate survey showed a drop in the areas of climate, safety, respect and discipline according to staff and parents. Students data identified an increase in those same areas. In response to this data we decided to focus on our Tier 1 for MTSS-B. We provided professional development and coaching to ensure fidelity of use. Our Tier 1 interventions include: Greetings, Specific Directions, Specific Positive feedback, Social emotional curriculum and routines/procedures.</p> <p>Supporting Documentation:  -Climate Survey Page 4 of data book  -Yearly PD Plan</p>	
<b>1.3</b>	<p><i>Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.</i></p>
<p>Howard Kennedy has chosen to focus on three essential aspects of our student's education for our school improvement plan. Each one of these are essential to our school's success. Our goals include social emotional learning, instructional best practices and early childhood best practices.</p> <p>Supporting Documentation  -SIP</p>	

## 2. Schoolwide reform strategies

<b>2.1</b>	<p><i>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.</i></p>
<p>In addition to the OPS academic action plan, Howard Kennedy's extended school day allows us to implement our MTSS-A model. Students are identified through universal screeners and work samples to receive tiered intervention during the day in classrooms and in our specialized math or literacy center. Tier 3 intervention is 45 minutes long and 108 students are able to receive support daily. In addition to providing academic intervention, Kennedy provides SEL support for students through our social worker and full time school psychologist.</p> <p>Supporting Documentation:</p>	

-Academic Action Plan -BEST Instructional Practices Handbook Contract Variance
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**3. Qualifications of instructional paraprofessionals**

<b>3.1</b>	<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>
<p>All instructional paraprofessionals meet the ESEA/ESSA requirements and are provided introductory and ongoing training specifically designed for paraprofessionals and/or all staff focused on student needs. Kennedy has full-time paraprofessionals who support classroom teachers with instructional duties. All paraprofessionals work with students one-on-one or in small groups in the areas of reading and math.</p> <p>The district provides paraprofessional training via in-services provided by Curriculum, Instruction and Assessment Department, the ESL Department and the Special Education Department. Kennedy provides additional training around our response to intervention model and best practices that we are focusing on for our school improvement plan.</p>	

**4. High quality and ongoing professional development**

<b>4.1</b>	<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>
<p>Howard Kennedy's teachers have received professional development that aligns with our school's strategy. Our strategy is that we engage the whole child from birth to 5<sup>th</sup> grade in proven, innovative, educational experiences as the school of choice in a revitalized thriving community. Professional development has included the PLC structure, Math Studio and MTSS-B. The innovative practices come in the form of our PLC professional development and initial implementation.</p>	

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

<b>5.1</b>	<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>
<p>At our year March "Coffee and Cakes" meeting parent, staff and student council review our school compact and decide if it aligns with our core values. This is done early enough in theyear to have any updates changed in our handbook.</p>	
<b>5.2</b>	<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>
<p>At the school level, Title I Parent and Family Engagement Policy, meeting Title I requirements, is developed with parent and family input and is distributed/shared with parents and family. Kennedy</p>	

<p>administration and teachers meet with parents and community members to discuss parent and family engagement policy.</p> <p>The Parent and Family Engagement Policy is part of the Student Handbook, which is reviewed by teachers with students at the beginning of the school year. Parents are asked to review the Student Handbook with their children and sign a card acknowledging receipt of the handbook.</p> <p>The policy is reviewed and updated annually at the annual Title I parent meeting.</p> <p>Supporting Documentation</p> <ul style="list-style-type: none"> <li>- Kennedy's Title I Parent and Family Engagement Policy</li> <li>- Title I Parent Meeting Agenda</li> </ul>	
<b>5.3</b>	<p><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></p>
<p>The districts holds a Title I policy review each year at our central office. see attached memo</p>	

## 6. Transition Plan

<b>6.1</b>	<p><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>
<p>Howard Kennedy's incoming Kindergarten students participate in our jump start program. The main focus will be social emotional instruction with academic skills embedded within. The program is during regular Summer School hours.</p> <p>On the last day of school we host a Tiger Transition session. Early childhood students get a glimpse of the life of a Kindergartener. Students discuss routines and procedures, classroom norms and what type of class community they want to work in.</p> <p>The purpose of the program is to familiarize and equip our students with the skills to be successful in school.</p>	
<b>6.2</b>	<p><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>
<p>Our counselor does a series of transition lessons that help the students with middle school skills.</p> <p>Fifth graders also have the opportunity to attend summer school at their middle school, much like early childhood students can attend summer school the summer before their entry into kindergarten. When students attend middle school summer school it helps them acclimate and transition.</p> <p>Supporting Documentation</p> <ul style="list-style-type: none"> <li>- Counselor lesson on transition</li> <li>- Counselor presentation on transition</li> </ul>	

- Middle School Summer Programs Brochure	
<b>6.3</b>	<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>
<b>N/A</b>	
<b>6.4</b>	<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>
<b>N/A</b>	

## 7. Strategies to address areas of need

<b>7.1</b>	<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>During the course of the day Kennedy provides 3 tiers on instruction. We have implemented a specific tier 2 intervention school wide and students needing addyional tiered support receive 45 min of tier 3 support each day. In addition to tier 3 interventions, our special area staff "push in" classrooms to provide tiered 2 support in literacy.</p> <p>Howard Kennedy is partnered up with CLC (Community Learning Center) our after school program. CLC provides our students with 30 additional instructional minutes daily. They also bring in unique STEAM activities to enrich our student's educational experience.</p> <p>Kennedy also has Summer School with about 100 participants. Students who have meet the criteria will receive additional instruction and some enrichment opportunities to build background knowledge.</p>	

## 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>
<p>Kennedy uses Title I funding to provide on-going professional devlopment to increase the capacity of its staff to impact student achievement through best instructional practices. Funds are also used to provide unique opportunites for our students to develop 21st century skills with organizations like OUTWARD BOUND.</p>	
<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>

Howard Kennedy is part of a unique community partnership with 75 North. In addition to this partnership, Kennedy partners with the United Way of the Midlands and the Young Professional to provide home libraries for all students k-3 on a monthly occurrence.