

# Blumfield Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education County District and School Numbers in the table below.

*The New Title I Schoolwide Plan is due to the NDE Federal Programs office by April 1st*

Date of Review:		12/1/2024	
District Name:		Ralston Public Schools	
School Name:		Blumfield Elementary	
County-District-School Number: xx-xxxx-xxx		28-0054-004	
Grades <b>Served</b> with Title I-A Funds: (PK is rarely served)		K-6	
Preschool program is supported with Title I funds. (Mark appropriate box)		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Summer school program is supported with Title I funds. (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) Well-Rounded/SEL	
School Principal Name:		Casey Knight	
School Principal Email Address:		casey_knight@ralstonschools.org	
School Mailing Address:		10310 Mockingbird Drive Omaha, NE, 68127	
School Phone Number:		402-331-0891	
Additional Authorized Contact Person (Optional):		Anne Harley	
Email of Additional Contact Person:		anne.harley@ralstonschools.org	
Superintendent Name:		Jason Buckingham	

Superintendent Email Address:

jason\_buckingham@ralstonschools.org

<p align="center"><u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p align="center"><u>Casey Knight</u> <u>Melanie Reeves</u> <u>Megan Orchard</u></p> <p align="center">_____ _____ _____ _____ _____ _____</p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"><u>Principal</u> <u>Admin Intern</u> <u>EL Teacher</u></p> <p align="center">_____ _____ _____ _____ _____ _____</p>
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<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 324	Average Class Size: 19	Number of Certified Instruction Staff: 26
Race and Ethnicity Percentages		
White: 37 %	Hispanic: 44 %	Asian: 2 %
Black/African American: 8 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: .31 %	Two or More Races: 7 %	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 68 %	English Learner: 20 %	Mobility: 5.59 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS Growth	District Common Assessments (Math)
NSCAS	CKLA/ELA Unit Assessments
FastBridge	Really Great Reading (Kindergarten)
ELPA	SAEBRS
Behavior Data	Attendance Data

Confirm all Instructional Paras are Qualified according to ESSA.	x Yes <input type="checkbox"/> No
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**The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.**

*Please write a narrative in each box below to correspond to the Rating Rubric.*

**1. Comprehensive Needs Assessment**

<b>1.1</b>	<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 curriculum, instruction, and assessment decisions.</i></p>
<p>Teachers at Blumfield elementary are trained to analyze data to guide instruction based on student needs. We utilize the MTSS structure to provide tier 1, tier 2, and tier 3 supports to close gaps in student achievement. Students are given the FastBridge screener three times a year. Our PLC team meets to determine which students meet criteria to receive IRIP support K-3.</p> <p>In addition to FastBridge, teachers administer Really Great Reading in kindergarten, as well as for further diagnostic decision-making for intervention placement. Interventions include UFLI, RGR, ARG/DERG (CKLA interventions), Language Studio (EL), as well as pre-teach/reteach and push-in/co-teach with Tier 1 core curriculum. Student assessments are analyzed for misconceptions or learning gaps. Teachers use that information to group students and plan targeted instruction during their daily “Bobcat Time.”</p> <p>Our “Guiding Coalition” meets monthly to discuss building level data, including ELPA data. In addition to the academic needs, SAEBERS, office referrals, and attendance data are sources of data to assess the social emotional needs of our students. This data is analyzed multiple times every year to determine students who may need support with their SEL needs. Counseling, BIST, and our Bobcat Buddies programs support student’s social emotional needs and help them to be equipped to then focus on their academic needs.</p>	
<b>1.2</b>	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i></p>
<p>Each year we hold a Title 1 Parent Meeting to share our school wide plan and gather input from parents. School goals and improvement data are shared at our family nights, in the spring and in the fall. Families are given the opportunity to meet with school staff and administration to provide feedback about the school improvement plan.</p> <p>Every year, all RPS staff is given the opportunity to voice concerns and strengths of Blumfield Elementary through the Humanex Culture and Climate Survey. Our “Guiding Coalition” reviews this data and identifies targets for improvement. This data is shared across the building and discussed as a team, as well as the action steps to address targeted areas from the survey.</p> <p>Parents were invited to provide input on a multi-year calendar survey. We took the feedback and made a few adjustments. The start date was shifted, a few days were added to winter break, and MLK day was shifted to a “no school” day.</p> <p>We also have parents complete a culture and climate survey. We sent the link out to parents, in addition to offering opportunities for parents to give feedback at conferences. This data is utilized to adjust our school improvement plan.</p>	
<b>1.3</b>	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i></p>
<p>Blumfield Elementary has two schoolwide goals, identified and monitored by our “Guiding Coalition.” Blumfield’s reading goal is to have our average proficiency score meet or exceed state averages by Spring 2029 as measured by State assessments. Data from NSCAS, FastBridge and district common formative assessments are used to monitor this goal and make adjustments in</p>	

instruction. Our PLCs conversations have shifted from Tier 2 and Tier 3 to ensuring rigor at Tier 1 and providing appropriate support for all students in core instruction.

Our ongoing improvement efforts in reading include additional training for staff with the adoption of CKLA (HQIM). Raising our expectations of ourselves and of our students allows us to keep an open mind as to what our students are capable of achieving when given the opportunity.

Our second targeted area for improvement is attendance. Our focus on family outreach, student connections, heightening instructional engagement, and celebrating the importance of attendance has shown an impact on chronic absenteeism.

## 2. Schoolwide reform strategies

**2.1** *Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.*

At Blumfield, we utilize data identified in our school improvement plan to identify students who need additional support in reading, math, and EL. Students who are identified receive small group support based on their individual needs that go above what other students in the building receive. Reading intervention is provided for students who fall below the threshold on the FastBridge test. One students have reached that threshold on FastBridge, our intervention team will analyze whether they should continue receiving extra help or whether it is no longer necessary. Our intervention team meets weekly to discuss groupings and what each student needs to fill the gaps in their learning. The EL department provides interventions based on language acquisition needs and skill deficits. The EL teacher meets with classroom teachers and other interventionists to determine the best group and focus for each of her students. Students who receive EL services may also receive reading interventionist services as necessary.

In addition to the academic supports in the building, we utilize the SAEBRS assessment to determine the social emotional needs of our students. Students are supported through classroom supports, including teachers being trained on the Responsive Classroom and BIST. Students who show they have additional needs may receive services through the school psychologist, school counselor, the Connections therapy program, or our Bobcat Buddies program. The Bobcat Buddies program pairs students who are at-risk with a staff member in the building and they meet weekly and work on confidence and building social skills.

Our “Guiding Coalition,” a team of 7 educators comprised of classroom teachers, administrators, and interventionists, meets monthly to review data and review our schoolwide goals. The team utilizes the different pieces of data in relation to the school goals to determine upcoming action steps with regard to the school improvement plan.

## 3. High quality and ongoing professional development

**3.1** *Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction.*

Ralston Public Schools follows all Title 1 requirements for highly qualified paraprofessionals. All paraprofessional openings in Ralston specify that the candidate must possess (a) a high school diploma or GED and a minimum of 48 credit hours of post-secondary coursework or (b) an Associates degree from an accredited college. Those candidate that do not meet these requirements are required to earn a minimum passing score through a state approved assessment (i.e., project para). Introductory training materials are provided to all paraprofessionals through either Project PArA or Master Teacher Para educator training program at no cost to the employee. In addition, all instructional paraprofessionals are required to complete an annual Suicide Awareness and Prevention training at the beginning of the year as required by LB 923. Additional initial

orientation trainings are available on an “as needed” basis at the building level at the discretion of the principal. At Blumfield Elementary, paraprofessionals are given monthly training regarding the “Responsive Classroom.” This targeted training is given by the assistant principal and helps build skills in building rapport with students, holding students accountable, and good education practice with students.

In addition to supporting paraprofessional learning, in-service days are utilized to support teacher learning. Teachers are given a menu of options, some required by the district, to choose from and support their professional learning. Teachers are given reading, math, social emotional, and EL learning opportunities.

**4. Strategies to increase parent and family engagement**

<b>4.1</b>	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.</i>
<p>Blumfield holds a Title 1 meeting every year to give all parents an opportunity to learn and provide input to us on our school improvement plan. We have many opportunities for family engagement throughout the year. In the fall, we host a “Fall Into Reading” night where families come into the building and complete reading activities. In the spring, we do the same with a math night. Start times are staggered to accommodate different family needs. We also host a bingo night, the Bobcat Bolt, Blumfield Bash, and an open house as opportunities for families to be engaged in the activities of the school.</p> <p>In addition to family nights, we also engage our parents with weekly, newsletters, our website, our facebook page, and our PTO. Parents are encouraged to follow the activities at the school and become involved as much as they can.</p>	
<b>4.2</b>	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.</i>
<p>Parents were directly involved during the Annual Title 1 Parent Meeting. At that meeting we review our school Improvement plan, family engagement policy, and review school data. Title I Parent and Family Engagement Policy. The policy is developed with parent input and is reviewed annually. It is shared at an annual school board meeting and at the building annual Title Meeting. This policy is reviewed at the annual meeting where concerned parties can have a conversation about possible changes to the Parental Involvement Policy and the board shall either (1) alter the policy and adopted it as altered, or (2) reaffirm the policy following a public hearing. (See RPS Board Policy 5057 evidence) At Blumfield, we share information annually at our Title 1 Family Night Presentation. This Title 1 Meeting allows for parents to receive information and offer input and ways to become involved. The presentation provides an explanation of our goals from our school improvement plan and offers other explanations of what Blumfield Elementary is about. An interpreter is in</p>	
<b>4.3</b>	<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.</i>
<p>Blumfield holds a Title 1 meeting every year to give all parents an opportunity to learn and provide input to us on our school improvement plan. Additional we involve our parents through our website, facebook, title nights, and other activities throughout the year. We provide continuous opportunities for our parents to get involved in the school community in a way that meets their</p>	

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**5. Transition Plan**

<b>5.1</b>	<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).</i></p>
	<p>Blumfield elementary offers several opportunities during transitions to ease families’ stress and encourage a successful beginning during transitional periods. This begins for families with kindergarten roundup. Families are given an opportunity to come into the building and meet staff members from across the building and learn about programs at the school. Students have the opportunity to meet their future teachers and complete a “get to know you” activity. During the summer months, we offer home visits to all of our families. It is an opportunity for</p>

families to get to know the teacher of their students' class, and often other staff members. Conversation is focused on making the student feel comfort and get them excited about the upcoming school year. It gives families a private opportunity to share with teachers and get to know them.

All families are welcomed back to school at our annual open house that takes place within a week of the beginning of school. Interpreters are provided for families whose first language is not English.

In addition to family-centered transition opportunities, we provide several opportunities for staff to communicate student needs to their upcoming teachers. In the spring, transition meetings between grades are held to discuss student needs and prepare class lists for the next year. Student needs, including EL, SEL, and academic needs are discussed. There are also transition documents and meetings that ease the transition from 6th grade into the middle school. Student needs are discussed with the middle school to ease student transitions and ensure students have what they need to have a successful start at the middle school.

The middle school also offers a Bridge to Middle School summer school program where incoming 7th graders have the opportunity to participate. The program focuses on the skills students need to

<b>5.2</b>	<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).</i>
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The middle school also offers a Bridge to Middle School summer school program where incoming 7th graders have the opportunity to participate. The program focuses on the skills students need to transition to middle school, including following a schedule, opening lockers, navigating the building, and other skills unique to the transition to middle school.

The middle school also provides a day where students come up and move from class to class, talking with teachers about the transition. They have the opportunity to ask academic and social questions. Several student leaders at the middle school also are available for students to ask questions.

In addition to group transition activities, all students in the district are given the opportunity for home visits with their upcoming teachers. With our outgoing 6th grade students, they have the opportunity over the summer to be visited by their homeroom teacher in 7th grade.

## 6. Strategies to address areas of need

<b>6.1</b>	<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.</i>
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Every classroom has a half hour "Bobcat Time" at least 4 days a week. This "Bobcat Time" is focused on students' needs within grade level standards. Students have an opportunity to have more exposure to grade level standards at their level. For some students, that is more intense intervention and for others that may be extension and enrichment. Student assessments for "Bobcat Time" are analyzed every Friday at our PLC and used to drive instruction during next week's "Bobcat Time."

One of our goals is building the social and emotional ability of our students. Every morning in every classroom, the teacher and students have a "morning meeting." These meetings include 4 components: a greeting, a share-out, an activity, and a morning message. This allows the class to build community and trust with each other so that energy can be focused throughout the day on student learning.



Each year students have the opportunity to take part in the summer school program. Students are selected based on their MAP scores in reading and math. Class sizes are small and students receive targeted instruction on their areas of growth. Students are assessed at the beginning and at the end to track growth.

Our students who are in our “Alternative Curriculum Program,” a special education program at Blumfield, are also provided the opportunity for summer school that is focused on continuing to meet the needs of the students’ IEPs. This also eases the transition for these students between grades. Teachers and paraprofessionals focus on IEP goals in a smaller group setting.

## 7. Consolidation OR Coordination and Integration of Federal, State, or local Funds

<b>7.1</b>	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
N/A	