

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:	Ralston Public Schools
County Dist. No.:	28-0054
School Name:	Mockingbird Elementary School
County District School Number:	004
Building Grade Span Served with Title I-A Funds:	PK-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	Yes X No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	X Yes No
Indicate subject area(s) of focus in this Schoolwide Plan.	XReading/Language Arts XMath XOther Social/Emotional Learning
School Principal Name:	Brian Ferguson
School Principal Email Address:	brian_ferguson@ralstonschools.org
School Mailing Address:	5100 S 93rd St. Omaha NE 68127
School Phone Number:	402-331-6954
Additional Authorized Contact Person (Optional):	Cecilia Wilken
Email of Additional Contact Person:	cecilia.wilken@ralstonschools.org
Superintendent Name:	Dr. Mark Adler
Superintendent Email Address:	madler@ralstonschools.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	x Yes No

The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	Yes	No
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<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>
<u>Brian Ferguson</u> <u>Courtney Walstrom</u> <u>Lakeysha Arena</u> <u>Trevor O'Reilly</u> <u>Stacey Stoffel</u> <u>Stacy McCormick</u> <u>Megan Clark</u> <u>Eunises Casillas</u> <u>Malachi Behrens</u> <u>Marisol Ledesma</u>	<u>Administrator</u> <u>Parent/Teacher Grade 5</u> <u>Parent/Teacher Grade 1</u> <u>Counselor</u> <u>Teacher Grade 5</u> <u>Teacher PK</u> <u>Teacher EL</u> <u>Birth-3 Home Visitor</u> <u>Administrative Intern</u> <u>Interpreter</u>

School Information
(As of the last Friday in September)

Enrollment: 372 K-6	Average Class Size: 22.66	Number of Certified Instruction Staff:
Race and Ethnicity Percentages		
White: 50.76%	Hispanic: 34.5%	Asian: 1.28%
Black/African American: 11.79%	American Indian/Alaskan Native: 1.67%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 0%	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 79.74%	English Learner: 34.35%	Mobility: 5.12%

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	Dessa-Mini Screener
MAP	Attendance Data
Common Assessments	Behavior Data
ARTIC Scale (Attitudes Related to Trauma Informed Care)	

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft SharePoint to support the narrative.

1. Comprehensive Needs Assessment

1.1	<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>All certified teachers are given training on how to analyze data to guide instruction related to student needs, both at the building and district levels. We utilize the MTSS structure, focusing on a balance between core (Tier 1), targeted (Tier 2), intensive (Tier 3) supports that are needed to close the gap in student achievement. Students are assessed three times per year utilizing the Measure of Academic Progress (MAP Assessment and Really Great Reading, which is also used as a universal screener to identify students who are eligible for Tier 2 and Tier 3 interventions by percentile of performance. Teachers also utilize student scores and classroom performance reports to group students according to their RIT bands, according to the areas of need and what instruction they are ready to receive. ELPA 21 data is used for all EL students.</p> <p>In the fall, I met with our reading specialist, EL teachers, special education teachers, and instructional coach to determine which students are targeted for the Reading Improvement Act benchmark requirements. The students are grouped according to their ready for instruction level. The Mockingbird School Improvement Team also meets to analyze MAP data related to overall student performance by grade level. This data is utilized to identify the greatest areas of need in math and reading. The data guides the goal-setting process for our school improvement plan, and professional development is planned accordingly. Teachers utilize MAP, Really Great Reading, and common assessment data on priority standards to identify students who aren't meeting the threshold and plan intervention lessons to ensure the success of all of our students. All K-2 students who do not score at or above grade level on Really Great Reading and any K-6 students who have not met the threshold on MAP receive intervention. Teacher goals are also formed utilizing the Danielson Framework for Teaching. Teachers meet with the building principal throughout the year to discuss goals and</p>	
1.2	<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>

Each year we hold a Title I Parent Meeting to share our school wide plan and gather input from Parents. School improvement data and goals are shared with parents each year at fall family nights. Parents and families are given the opportunity to meet with school administration and staff to provide feedback regarding the school improvement plan and ask questions regarding our plan and implementation.

We also had parents complete a culture and climate survey and had 114 families complete the survey. The survey link was sent out through our newsletter. We gathered and analyzed our data and made adjustments to our School Improvement Plan and Vision based on feedback from stakeholders.

Also, every year, all RPS staff has been given the opportunity to voice their concerns for areas of growth and give their opinions on the strengths of Mockingbird Elementary School through the Humanex Culture and Climate Survey. When survey results become available we follow up with our staff to review the results and identify goals for improvement.

Parents were invited to provide input on a Multi-Year Calendar survey. We took the feedback from the survey and made a few adjustments. For example, we shifted the start date, added a few days to winter break, and changed MLK Day to a “no school” day.

1.3

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.

At Mockingbird we are focused on meeting or exceeding projected growth from Fall to Spring in reading and Math according to the MAP Assessment.

We focus on phonemic awareness, and phonics skills and once students score at grade level, we move on to reading comprehension skills through small-group differentiated instruction to address skill deficits as determined by the assessment data. We are also focused on increasing reading comprehension skills by reading and responding to appropriate text that has been matched to each student’s instructional reading level. Along with focusing on reading comprehension we are using MAP scores to identify students who need work in phonemic awareness and phonics. Our new program is designed to identify and focus lessons on these skills.

The EL staff uses MAP scores, priority standards based on common assessments and progress monitoring, and ELPA scores to determine which intervention is most appropriate for each student. This year we have three new curricula to address language acquisition needs in our building. These new programs help build background and vocabulary knowledge so students can increase their reading comprehension levels.

All students will increase their understanding of math concepts and problem solving strategies through small-group, differentiated math instruction to address skill deficits determined by assessment data. Students are encouraged in whole group and small group instruction to engage in meaningful Math Talk (conversations and discourse with others) so to heighten the exchange of mathematical ideas and problem solving strategies. All students will increase their understanding of math concepts by participating in identified interventions that occur during WIN (what I need) time.

Additionally, through the school, staff regularly participate in on-going staff development during early release days, in-service days, weekly PLCs, teacher-facilitated book studies. At weekly PLC meetings, teachers complete a tracking sheet on Google drive, and the school administrator provides feedback.

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>At Mockingbird we utilize the data identified in our school improvement plan as well as ELPA testing results to identify students who need additional support in reading, math, and EL. Identified students receive small group support based on their individual needs that go above and beyond what other students in the building receive.</p> <p>Reading intervention is provided for students who fall below the threshold on the MAP test. Once a student has reached the threshold they are not always automatically exited from intervention time. Students will continue to receive intervention in their areas of deficit until the student is confident and we see consistent growth in MAP scores.</p> <p>The EL department provides interventions based on language acquisition needs and skills deficits. Our group times vary for students based on language proficiency levels. We also create groups for students who show they need support based on MAP growth rates and performance.</p> <p>Additionally we identify students in need of social emotional support by utilizing data from the Mini Dessa Screener. Once high risk students have been identified we provide support through our counselor in one on one or small group settings and in more severe cases we utilize counseling from Arbor Family Counseling. Ralston provides this service to all families who attend Ralston Schools.</p>	

3. High quality and ongoing professional development

3.1	<i>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. Provide supporting documentation in the corresponding folder.</i>
<p>Ralston Public Schools follows all Title I 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 candidates 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 the 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 and training opportunities are available on an “as needed” basis at the building level at the discretion of the principal.</p>	

4. Strategies to increase parent and family engagement

4.1	<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>
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	<p>Mockingbird holds a Title I meeting every year to give all parents an opportunity to learn and provide input to us on our school improvement plan.</p> <p>Additionally we engage and involve our parents through our website, Facebook page, Title I Math and Reading Nights, as well as our MB Family Engagement opportunities shared with parents throughout the year. This gives our parents consistent reminders on how to get involved in our school community and the consistent reminders also give our highly mobile families an opportunity to get involved no matter when they arrive at our school.</p>
<p>4.2</p>	<p><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>
	<p>Parents are directly involved during the Annual Title I Parent Meeting. At that meeting we review our School Improvement Plan and we review the Family Engagement Policy.</p>
<p>4.3</p>	<p><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>
	<p>Mockingbird holds a Title I meeting every year to give all parents an opportunity to learn and provide input to us on our school improvement plan.</p> <p>Additionally we engage and involve our parents through our Website, Facebook, Title I Math and Reading Nights, as well as our MB Family Engagement opportunities shared with parents throughout the year. This gives our parents consistent reminders on how to get involved in our school community and the consistent reminders also give our highly mobile families an opportunity to get involved no matter when they arrive at our school.</p>

5. Transition Plan

<p>5.1</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).</i></p>
	<p>At Mockingbird we provide multiple opportunities for a successful transition into or out of our school. It starts with our Mobility and Orientation Plan that addresses not only our highly mobile families but all of our families moving into the district. The plan not only helps us make sure there is a continuation of support for incoming students but also for our students who transition to another building inside or outside of the district.</p> <p>Mockingbird staff begin making contact with families the summer prior to school starting. Each summer, Mockingbird staff embarks on Home Visits. This is a time where each teacher (including specialists) visits each student on their class list. This serves as an opportunity for them to introduce themselves, answer any questions from students/families. Interpreters attend if the family speaks another language besides English. Teachers We</p> <p>Mockingbird also provides opportunities such as Ready Set Kindergarten in the summer for Prek, Kindergarten Orientation, Open House, and Grade Level Transition Meetings.</p>

5.2	<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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We also utilize our Mobility and Orientation Plan for outgoing students at all grade levels.

In March we hold 6th grade transition meetings with Middle School Staff to plan for their transition. Members of the Mockingbird staff (classroom teachers, special education, speech, school psych, principal) meet with the middle school staff (teachers, special education, speech, school psychologist, principal). At this meeting information is shared about specific students including behavior plans, staff response plans, academics, social issues, etc. The Middle School also offers a Bridge to Middle School summer school program where incoming 7th graders have the opportunity to participate. This program focuses on academics, but also helping students adjust to middle school (i.e: practicing opening lockers, familiarize themselves with the building, etc.)

Also, during the summer staff make Home Visits to all of their student's homes. This provides individualized time for the teacher to get to know the family and vice versa. It also allows time for questions to be answered and for the teacher to help alleviate any fears the student might have coming into school.

6. Strategies to address areas of need

6.1	<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.</i>
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At Mockingbird teachers provide instruction to small groups of students to be able to individualize instruction or provide remedial instruction if a concept is not mastered. This could happen during EL groups, reading intervention, and WIN (What I Need).

With our breakfast in the classroom program, students are able to arrive at school 20 minutes earlier. This allows teachers the flexibility to pull small groups of students to work on concepts they struggle with. Also, this allows other students the opportunity to increase their stamina in reading for pleasure, and be ready to start the day promptly at 8:15 am. Preschool students are served breakfast in a family-style meal, allowing for integration of social-emotional development and academic schools into the morning breakfast routine.

Each year students in Preschool through 5th grade are invited to Jump Start, Ralston's summer school program. These students are selected based upon MAP scores in Reading and Math. Class sizes remain small and ample amounts of support are provided to ensure instruction can be tailored to meet the needs of students. Students are assessed at the beginning and end of summer school to ensure and track growth.

Additionally students are offered summer intervention time with certified staff during the month of June who either can't attend summer school or need the additional support prior to summer school in an effort to close the achievement gap.

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

7.1	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable)</i>
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Federal funds are utilized to support the diverse needs of our students. We know that by leveraging the strengths of our staff, and investing in their growth we will be able to support student growth and achievement to close the game. Additionally, we look to ensure that staff have the resources they need to support students - in terms of time and materials. Our district achievement plan, which focuses on PLCs looks to intervene with students immediately, through a structured block of time, in addition to an additional foundational skill intervention time. Therefore, a large portion of our Title I funds are spent on staff for intervention, summer school, family engagement, professional learning, and materials for supplemental instruction. This is integrated with our use of Title II funds which we use to support the growth and retainment of our teachers and administrators. Lastly, Title III funds are used to support the unique needs of English Learners through staff that provide instruction to EL students, materials for supporting language acquisition, EL summer school opportunities for newcomers, and professional learning for staff. IDEA funds allow us the opportunity to provide support students who have been identified as needing special, individualized support through an Individual Education Plan.