

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:	Westside Community Schools
County Dist. No.:	28-0066
School Name:	Paddock Road Elementary School
County District School Number:	009
School Grade span:	K-6
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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Scott Becker
School Principal Email Address:	becker.scott@westside66.net
School Mailing Address:	3535 Paddock Road Omaha, NE 68124
School Phone Number:	402-390-6465
Additional Authorized Contact Person (Optional):	Kira Mclean
Email of Additional Contact Person:	mclean.kira@westside66.net
Superintendent Name:	Dr. Mike Lucas
Superintendent Email Address:	lucas.mike@westside66.net
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>Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i></p> <p><u>Megan Martin</u> <u>Scott Becker</u> <u>Kira Mclean</u> <u>Sarah Lieske</u></p>	<p>Titles of those on Planning Team</p> <p><u>Parent</u> <u>Principal</u> <u>Teacher Leader</u> <u>Counselor</u></p>
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 273	Average Class Size: 20	Number of Certified Instruction Staff: 31
Race and Ethnicity Percentages		
White: 71%	Hispanic: 12%	Asian: 1%
Black/African American: 5%	American Indian/Alaskan Native: 1%	
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: 9%
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 39.56%	English Learner: 3.3 %	Mobility: 7%

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

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>Paddock Road staff use multiple sources of data to measure student achievement. Assessments include: -NSCAS reading, math, and science tests -Measures of Academic Progress (MAP) norm-referenced test (administered in grades 3-6) -FastBridge benchmarking assessments are administered to screen reading and math skills in the fall, winter, and spring.</p> <p>At Paddock Road Elementary School, teachers are an integral part of data analysis teams and assessment decisions. Various assessment teams exist at Paddock Road.</p> <p>Grade level teachers meet weekly as a Professional Learning Community (PLC) to analyze classroom data and make decisions about instruction. The reading MTSS team consists of the school’s administrators, classroom teachers, special education teacher, reading coordinator, school psychologist, and the English Language Learner (ELL) teacher. The MTSS team meets to analyze screening data and make decisions about core instruction and students who need intervention every fall, winter, and spring. In addition, teams meet monthly to examine progress-monitoring data and determine how students receiving intervention are progressing. Math data is also used to identify students for intervention every fall and winter.</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>Information is gathered through participation in community club meetings and our Paddock Road Community Survey. On 10-1-2019, the annual Title I meeting was conducted at the Paddock Road Community Club meeting. The Title I Plan, the Parent Involvement Policy, and the Compact were shared. Parents were provided the opportunity to give input and suggestions for the plan and forms.</p> <p>In the spring of 2020, the Paddock Road Community Survey was sent to families. All families were invited to participate in the online survey. Computers were also provided during parent teacher conferences for parents to use to complete the survey.</p> <p>Paddock Road strives to involve families and seek input in many different areas. A part of our plan to work toward collecting that input at Paddock Road is to determine areas of greatest need regarding family engagement, PBiS, and communication. In order to accomplish this goal, we asked all families to complete a survey that will provide our leadership team and staff valuable feedback to assess our current reality and support planning next steps.</p> <p>Survey results will be shared with staff and families. Families will be presented with a summary of the results at a Community Club meeting in the fall of 2020. A plan during the</p>

<p>2020-2021 school year will also be in play for staff to analyze and discuss results during a staff meeting.</p>	
1.3	<p><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> <p>Paddock Road Elementary School’s continuous improvement cycle uses a strategic planning method for establishing goals and monitoring progress towards these goals. At Paddock Road Elementary, each certified staff member is a member of a working group to develop ideas for improvement and development towards our strategic plan. Currently, Paddock Road’s building outcome focus includes the following goals:</p> <ol style="list-style-type: none"> 1) To increase the percentage of students scoring proficient or above in math. 2) To increase the percentage of students scoring proficient or above in reading. 3) 80% of students will be at or above benchmark on the social, emotional, behavior rating scale (SAEBRS) <p>Paddock Road Elementary has established math, reading, and PBIS working groups made up of certified staff members that meet regularly to plan professional development, student activities, as well as identify ways to progress monitor for each goal.</p> <p>A copy of Paddock's School Profile is included in the documents for 1.3 and provides additional details regarding our process for working groups, goals, and data analysis for continuous monitoring and growth. The Title I schoolwide plan supports the continuous improvement plan because both have similar action plans including using multiple methods of data to evaluate instruction and identify students for intervention, having well-qualified teachers, asking for parent feedback and involvement.</p>

2. Schoolwide reform strategies

2.1	<p><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> <p>Paddock Road certified staff members have conducted needs assessments by examining academic achievement and social/emotional/behavioral data at several staff meetings. Data retreats have been held to analyze state assessment results, including by the various demographic groups. Staff members have also analyzed office referral and behavior screen data throughout the year. In addition, staff analyze grade level and individual student reading achievement data at fall, winter, and spring screen meetings and at monthly data review meetings. Teams determine the effectiveness of core instruction and need for individual interventions as part of these meetings. Students who are identified for intervention are tracked weekly or bi-weekly for progress.</p> <p>Paddock Road utilizes a Multi-tiered System of Supports (MTSS) model to address the academic and social/emotional/behavioral needs of all of the students in our school. Several assessments are used to screen all students’ reading, math, and behavior skills in the fall, winter, and spring. Screening data is used to identify students for additional intervention using criteria set forth by Westside Community Schools.</p>
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Paddock Road employs a reading coordinator to support the reading and writing needs of our students. The school-based MTSS reading team uses data from the screeners, along with an intervention matrix to ensure that interventions implemented are evidence based and match the student’s area of need. This team then meets monthly to review data to determine the effectiveness of the core curriculum and make necessary adjustments to individual student interventions. In addition, grade level teachers utilize weekly PLCs to examine assessments, analyze results, and plan how to provide additional assistance to students using evidence based strategies.

Paddock Road also employs two math intervention educational assistants to support students in the area of math through the MTSS process. Those educational assistants have been trained in evidence-based interventions to provide support to students identified in the area of math. Math data is looked at quarterly to ensure students are making progress and or adjustments are made as necessary.

Paddock Road and Westside Community Schools also partner with Children’s Behavioral Health to allow for easy access to mental health professionals and risk assessments as needed. The staff at Paddock Road were also provided the opportunity to participate in professional learning for trauma informed practices monthly throughout the 2017-18 and 2019-20 school years. In addition, Westside adopted the Second Step SEL curriculum for students in grades K-8 this school year. In the last two years, the district has also made PBIS a K-12 initiative to help streamline expectation language for all buildings. At Paddock Road, SEL is as important as other core subject areas. Teachers spend time teaching behavioral expectations and social skills daily, as well as a weekly SEL lesson from Second Step. Three times a year, teachers complete a social emotional universal screening tool (SAEBRS) which identifies students who might be considered at-risk. The Positive Behavioral Interventions & Supports (PBIS) Team then meets to identify interventions to match student needs in the area of social, emotional, and/or behavioral support.

3. Qualifications of instructional paraprofessionals

<p>3.1</p>	<p><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>
<p>All paraprofessionals (EAs) at Paddock Road are highly qualified and meet the ESEA/ESSA requirements. All Educational Assistants hired throughout the district submit college transcripts as available and are required to complete a background check. Additional training is completed through Project Para. At Paddock Road, educational assistants meet monthly with administration to receive professional learning related to both student behavior and academic performance. The professional learning offered is based on behavioral data, as well as current needs throughout the building. In addition, the educational assistants in the special education department meet monthly to receive training about how best to meet individual student needs within the whole group classroom setting and in small group interventions.</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>In the summer of 2019, the Paddock Road leadership and school design team met to review and prioritize building goals and professional learning needs for all staff. Literacy, Math, and PBiS were identified as focus areas for Paddock Road. Paddock's School Profile is included in the additional documents and provides details related to using data to improve instruction.</p> <p>All staff members at Paddock Road Elementary School (certified and classified) participate in various professional learning opportunities to address student needs and effective teaching practices. Each year, every certified staff member is required to input a personal professional goal into the TalentEd system. This goal addresses the area in which staff will work on an individual basis to improve student achievement. Certified staff members log all professional learning participation throughout the year. Choice in professional learning is provided throughout the school year, both at the building as well as at district professional learning days.</p> <p>At the beginning of the school year, the district hosts an Educational Assistant Conference to provide multiple training opportunities to all district paraprofessionals. Example topics from the conference include assistive technology, correcting problem behaviors, supporting literacy, and first aid. Educational Assistants provide feedback about what they learned at this conference and what topics should be provided at future conferences.</p> <p>New certified staff are provided with an extensive support system through the Lighthouse Educator Academy (LEA). Throughout the staff member's first three years, they learn about effective instruction and are observed and coached by staff development facilitators who help them implement what they have learned. All teachers who are new to Paddock Road Elementary School are assigned a mentor through the Westside Community School District's Mentoring Program. New staff members meet with his or her mentor regularly to touch base, ask questions, share concerns, etc. Mentors promote effective instruction by advising on the implementation of outcomes and assessments and the use of best practices in each content area. The mentors share curriculum resources and materials as well as classroom management and behavior strategies. In addition, the mentors serve as a liaison to district resources.</p>	

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>Paddock Road Elementary School strives to involve parents and seek parent input in many areas of education and decision-making. The Title I Parent-School Compact is reviewed annually with teachers and parents. Parents may provide feedback about the plan. Parents were invited to provide input for revisions to the compact at the 10-1-2019 Community Club</p>	

<p>Meeting. The compacts are signed electronically at the beginning of the year as part of our District Online Registration process. It is included as part of the Student-Parent Handbook on page 39-40. This process must be completed by each family at the beginning of the school year.</p>	
<p>5.2</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>Paddock Road Elementary School organizes various meetings and activities to involve parents in their students' learning. Parent involvement is an essential component of student success at Paddock Road Elementary School. Paddock Road holds a back to school night every fall to give students and parents the opportunity to get familiar with the school, their new classroom, and teacher. Every September, Paddock Road has a curriculum night to invite parents to school to hear about the curriculum and teaching that will occur with their children throughout the school year. Paddock Road has a parent group called the Paddock Road Community Club (PRCC) that meets monthly. The PRCC plans and organizes a variety of activities throughout the school year. In addition, Paddock Road staff collaborate with PRCC activities twice a year to provide family engagement events that provide various opportunities for student enrichment. Parent involvement is also embedded throughout our Social and Emotional Learning (SEL) curriculum. As part of the SEL curriculum, students are involved in home side discussion activities and cross-age buddy activities. Paddock Road Elementary also uses several mediums to provide school-home communication including newsletters, school website, individual classroom learning platforms, surveys, positive note postcards, and social media.</p>	
<p>5.3</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>The annual Title I parent meeting was held on 10-1-2019 at a Paddock Road Community Club meeting. Parents were notified of this meeting in the weekly newsletter sent out by the principal. As part of the Title I meeting, parents were provided copies of the Title I Schoolwide Plan, the Compact, and the Parent Involvement Policy. Information was also shared about the benefits and outcomes of students receiving reading and math interventions. Parents were given the opportunity to provide input for the plan and to ask questions. Additional opportunities to involve parents include the Paddock Road community survey given to families in March of 2020. The survey provides building leaders and teachers valuable input to promote student learning and ongoing family engagement.</p>	

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>Paddock Road Elementary provides several opportunities for families to connect with the school before the start of their kindergarten year. In the spring, Paddock Road provides a</p>	

kindergarten parent meeting to inform parents about what kindergarten looks like at Paddock Road. This night also allows parents to ask questions, meet teachers and other staff, and see the classrooms and school.

Soon to be kindergarteners are invited to a kindergarten roundup each spring to meet teachers and experience some time in the classrooms. The week before school starts, all students are invited to a back to school meet and greet night.

Incoming kindergarten families with students who have qualified for an IEP participate in a transition meeting prior to the start of the school year. During these meetings, the principal, along with early childhood and elementary IEP teams (including parents) meet to discuss transition and plans.

Parents of incoming kindergarten students also receive a summer newsletter and information for the start of the school year. To help with the transition, and to learn procedures, students are split into 2 groups and half of the students attend for two days. All students start together on the fifth day of the new school year. During the first week of school, kindergarten families are invited to an evening social at "Rocket Park." During this time, students have the opportunity to interact with their new classmates, while parents have the opportunity to make connections with other families in a fun, relaxed setting.

6.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move on to 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>
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Westside Middle School hosts several events in coordination with elementary buildings to support the transition between elementary school and middle school. Families of sixth grade students receive notification of orientation nights which take place in February and March and include the availability of dinner, as well as choice breakout sessions. The breakout sessions outline the registration process, information about extracurricular activities, grading, special education, and student strengths/life skill development. Westside Middle School also hosts a Warrior Walkabout for all sixth graders throughout the district. Groups for this walkabout are created including students from multiple schools to meet new students as they learn about their new middle school home. Sixth grade students also have the opportunity to attend an optional jumpstart camp in the summer to get more acclimated to the building and ready for middle school. Additionally, special education case managers meet with staff at the middle school to provide opportunities for extra field trips as appropriate. Westside Middle School counselors schedule a day to visit all elementary buildings to answer student questions, and hold a separate meeting with the sixth grade staff and leadership team regarding student needs.

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>
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Paddock Road offers several opportunities to extend learning for all students. Westside Community Schools implemented a master schedule where interventions and enrichment opportunities can co-exist in the classrooms at the same time. This also extended the reading block which allows for teachers to meet with guided reading groups. The guided reading groups are smaller groups of students that work at their instructional reading levels. The teachers will meet with groups that are at lower instructional levels more often throughout the week. Students who need more practice in reading meet with their teachers in small groups from three to five times a week.

Paddock Road has held Schoolwide Enrichment Activities in the spring. Schoolwide Enrichment Activities allow students to have some voice and choice in their learning. Students rate their interest in class topics. For six weeks students attend the Schoolwide Enrichment class to create an authentic product of their interest. Class examples include science, coding, movie making, space, art, sports, and much more.

Paddock Road also offers two family engagement nights. The purpose of the family engagement nights is to invite students and parents to participate in a night of extended learning and enrichment. Last spring, students were able to participate in several learning stations centered around STEAM. This fall, Paddock Road hosted a family nature night. Paddock Road partnered with the Nebraska Natural Resource District to provide students and families with various learning opportunities centered around nature. Each of these family engagement nights provide students and families the opportunity to engage in math and literacy through various avenues.

The past two years, the Paddock Road literacy design team has sponsored and planned a One Book/One School literacy event for all students and families. This year, due to school closures, the activity was shifted to a virtual platform. Teachers, administrators, and community members recorded themselves reading chapters for all to view via a website. Students and families had the opportunity to watch the videos and participate in online Kahoot quizzes.

Every summer, Paddock Road partners with a neighbor Title I school to offer a 5 week reading, writing, and math summer school. Certified teachers teach the summer school classes. Students are also given breakfast and lunch as a part of this program.

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

<p>8.1</p>	<p><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>
<p>The Paddock Road school-wide plan will be funded through a variety of sources including general fund, Title II A, and Title I. Title I Funds are utilized to support the salaries of our kindergarten teachers across our 4 School-Wide Title buildings and parent engagement funds. Title II-A funds support a mentoring program for new teachers and principal coaching including opportunities for staff to attend Adaptive Schools and Cognitive Coaching sessions.</p>	

General funds support lower class sizes especially in K-3, a reading specialist(s), educational assistants in the building for the purpose of assisting students at-risk in reading and math, assistant principals (only in Title buildings). General funds also support a summer school program available only to our Title buildings for students identified at academic risk.