

# 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.:	28-0001-000
School Name:	Liberty Elementary
County District School Number:	28-0001-174
School Grade span:	Early Childhood - 6th grade
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input 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:	Mrs. Ilka Oberst
School Principal Email Address:	ilka.oberst@ops.org
School Mailing Address:	2021 St. Marys Ave. Omaha, NE 68102
School Phone Number:	531-299-1740
Additional Authorized Contact Person (Optional):	Mr. Jeffrey Rotherham
Email of Additional Contact Person:	jeffrey.rotherham@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

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Ross Pesek Ilka Oberst Jeff Rotherham Kathy Taylor Luisa Palomo Kelsi Finley Irene Kuvetakis Brittani Snider Erika Munoz Karen Pesek Debra McKnight Angela Reed	<u>Parent Administrator</u> Administrator Instructional Facilitator Teacher Teacher Teacher Teacher Parent/Paraprofessional Parent Parent/Community Member Community Member

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 690	Average Class Size: 18	Number of Certified Instruction Staff: 60
Race and Ethnicity Percentages		
White: 10 %	Hispanic: 71 %	Asian: .4 %
Black/African American: 15 %	American Indian/Alaskan Native: .4 %	
Native Hawaiian or Other Pacific Islander: .1 %	Two or More Races: 3 %	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 91 %	English Learner: 52 %	Mobility: 11 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	<b>MAP</b>
<b>F &amp; P Reading Levels</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 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>Liberty Elementary has a systematic approach in place to using data to modify instruction. Liberty uses multiple data points to determine strengths and areas of need in student achievement and growth. Liberty also uses data to set both class and individual student growth goals. Data sources include:</p> <ul style="list-style-type: none"><li>- NSCAS Data for grades 4-6</li><li>- MAP achievement and growth results in Reading and Math for K-6</li><li>- MAP achievement and growth results in Science for grades 3-6</li><li>- ELPA Data for grades 1-6</li><li>- Fountas &amp; Pinell (F&amp;P) Reading Benchmark levels for all grade levels</li></ul> <p>Liberty has been designated as a Comprehensive Support and intervention (CSI) school by the Nebraska Department of Education. Liberty met all CSI designation criteria which include Title I school status, achievement scores in the lowest quartile of NSCAS and ELPA21, and chronic absenteeism. Liberty's leadership team and select teachers attended a CSI conference in February 2019.</p> <p>The conference was led by the Nebraska Department of Education (NDE) to review data and to determine a problem of practice. A CSI focus group was formed from members of the instructional leadership team (ILT) and building leadership. This CSI group met monthly during the Spring of 2019 to develop five CSI/SIP goals and to plan for strategies to support each goal. Professional development was designed to support these CSI/School Improvement Plan (SIP) goals and is aligned to the OPS district initiative to improve Tier I instruction. Professional development topics are Tier I Math, Tier I Reading, Tier I Science and English Learner (EL) best practices. During the 2019-2020 school year the ILT met quarterly to review professional development formats and to adjust plans as needed.</p> <p>Liberty K-6 and Resource teachers (Special Ed, EL and Reading) participated in two data digs to review multiple data points and used this data to long-range plan for whole group/tier I instruction and to design intervention. Student data is disaggregated by classroom/teacher and subgroup and is used by teachers to make instructional decisions, including strategies to meet the educational needs of all learners, by grade level during half-day data digs in October and February.</p> <p>Guidance for interpreting MAP and ELPA student data is provided by Liberty's Instructional Facilitator and the EL teacher leader. Teachers then collaborate to make an instructional plan for students, and to set class and individual growth goals. Each team created a poster of their big 'take-aways' and a to-do list. During the February Data Digs, each team identified areas of strength and need, by placing red and green dots on a poster. These posters provide a visual overview for the entire school of the specific topics within reading and math that each grade level can work on to improve student performance.</p> <p>Quarterly CSI progress reports are completed and submitted to the Nebraska Department of Education. Data from the reports are also shared with all staff during faculty workshops and ILT meetings.</p>	

Supporting Documentation:

- Liberty Data Book 18-19
- NSCAS Results
- MAP Achievement Results 2018-2019
- MAP Growth Results
- Fall F&P Reading Benchmark Levels
- GLM Agendas and Sign-ins
- Fall and Winter Data Dig Outlines and Sign-ins
- Student Goal setting examples-ELPA & MAP
- Agenda for CSI Meeting
- Grade level roles and responsibilities
- CSI quarterly progress report summaries
- Data Digs Grade Level Take Aways Posters
- MAP results of strengths and areas of need

**1.2**

*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.*

Information is gathered from parents and community formally and informally throughout the school year to identify the needs of the school.

Parents have the opportunity to share their opinions through an online survey created by OPS. This data is compiled by the OPS research department and shared through the Data Book, which is created for each OPS school, including Liberty Elementary. The data from the climate survey is shared with staff at different points in time, depending on the focus of the discussion.

Specifically, discipline and safety are regularly discussed during monthly MTSS-B meetings. These discussions are shared with grade level teams by each grade level representative. Parent involvement, equity/respect for diversity and school climate are woven into Grade Level Meetings, as well as monthly meetings with our Family Facilitator and Home Visitor, funded by the Superintendents' Early Childhood Plan.

According to the climate survey, parents had a less positive view of the climate at Liberty from 2018 to 2019, but a more positive view of safety, equity/respect for diversity and discipline. Unfortunately, due to the discontinuation of paper surveys, our parent participation in the survey dropped considerably, from 147 to 24 participants.

Liberty is one of the full implementation sites of the Superintendents' Early Childhood Plan. In partnership with the Buffett Early Childhood Institute, Liberty is implementing home visiting and improving the link between home and school for our youngest children. One of the goals of this plan is to increase parent participation and connection to their school and the Buffett Institute has developed a Family Engagement survey to measure parent engagement.

In 2018-2019 we collected the Family Engagement surveys during parent/teacher conferences. Unfortunately the second day of conferences was cancelled due to a snow day, so our number of participants was lower than hoped. This year, we are asking parents to complete the survey electronically, and the window opened earlier, so we hope to have a larger number of responses this year. The Buffett Institute uses a variety of measures to evaluate the Superintendents' Early Childhood Plan and parental engagement.

In addition to the survey created by our district, we formally gather feedback from parents and the community during our annual Liberty Title I meeting in the spring. We present current data and then give time to discuss and share feedback on what could be improved.

Gathering parent and community information is key to continuing to identify the needs of our school.

Supporting Documentation:

- Liberty Data Book 2018-2019
- Climate Survey Summary Liberty Data Book
- Climate Survey Liberty Data Book
- Newsletters from MTSSB meetings
- MTSSB Overview and Café Behavior Plan
- Schoolwide expectations matrix
- Schoolwide expectations posters for classroom and hallways
- Family Engagement Survey Flyer
- Family Engagement Survey Results
- Superintendents' Early Childhood Plan Assessments matrix

**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.*

Liberty's School Improvement Plan (SIP) identifies on-going improvement efforts, strategies, resources and interventions to meet the school's CSI/SIP goals and student needs. The SIP is developed based specifically on Liberty's student population, academic needs and instructional staff and to support the CSI/SIP goals. Liberty also receives guidance from the district in the form of the district school improvement initiatives, which focus on improving Tier I instruction and increasing proficiency in NSCAS, MAP Achievement and MAP Growth.

Teachers participated in professional development on collaborative lesson planning, Science planning and EL best practices during the August SIP days. On the September SIP day, teachers participated in professional development on Science interactive notebooks and language goals to support learning goals. Weekly grade level meetings (GLMs) focus on collaborative lesson planning for Tier I math and Tier I reading, and providing district professional development, such as Phonics Mastery Guides and productive struggle and common grading practices in math.

When Liberty was designated as a CSI school by the Nebraska Department of Education, we determined that we needed to shift our primary focus to improve Tier I instruction, while continuing to provide intervention for students as needed. A CSI focus group was formed with members of the instructional leadership team (ILT) and building leadership. The CSI focus group met monthly during the Spring of 2019 to develop five CSI/SIP goals and to plan for strategies to support each goal. The CSI group discussed collaborative lesson planning to guide teachers in the best use of the guaranteed viable curriculum chosen by our district and curriculum guides created by the district. Each K-6 grade level team would designate a teacher to be responsible for each of the four instructional CSI goals, and one team leader. Grade level representative job descriptions were developed and shared with teams, and representatives for each role were assigned. CSI/SIP goals were shared with all staff during the April 11, 2019 SIP day and are continuously reviewed by building leadership and the ILT during the 2019-2020 school year.

Strategies to support the CSI/SIP plan include collaborative lesson planning, a master schedule, academic talk and language goals. Grade level meetings are held weekly to allow teams to plan collaboratively for math and reading and to plan for learning goals, language goals and academic talk. Liberty designed a master schedule so that all students are able to participate in Tier I instruction. This master schedule was built around required special education minutes and EL and reading resource groups. Two additional EL teachers were hired, using CSI funds, to focus on individual student language needs to promote adequate progress towards proficiency on the ELPA21. Three reading resource teachers support primary grades in phonics instruction, phonics remediation and reading intervention. Reading intervention for all resource and primary classroom teachers is

based on the Leveled Literacy Intervention program, and phonics remediation is based on weekly phonics assessments from Phonics Mastery Guides.

Supporting documentation:

- Liberty Elementary School Improvement/CSI Plan at-a-glance
- Liberty Elementary CSI Application
- CIS Progress Report Summaries
- CSI Meeting Agenda
- CSI power point presentations
- CSI Power point presentation to ILT 2/20/19
- Grade level roles and responsibilities
- Master Schedule
- Schedule for Special Education
- Lesson planning power point
- Math lesson plans
- Science lesson plans
- Opening SIP Days' Schedule
- Agendas for August, September and January SIP days
- Sign-ins for SIP days
- Math Grade Level Meeting agenda
- Reading grade level meeting agenda
- Phonics grade level meeting agenda
- Sign-ins for GLMs

## 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. Provide supporting documentation in the corresponding folder.*

The School Improvement Plan includes the focus on improving Tier I instruction while still providing intervention for students at risk of not meeting challenging state academic standards.

According to both our NSCAS scores and F&P levels, almost 60% of our students read below grade level, and 81% are developing towards proficiency on NSCAS. At the end of the 18-19 school year, Liberty's Building Leadership team reviewed the NSCAS scores and F&P reading levels and chose to shift focus to align with the district initiative to improve Tier I instruction and to provide equitable access to grade level content for all students.

The building Leadership team met with Special Education teachers and EL teachers to discuss how to support the improvement of Tier I instruction while still providing intervention for students in need. Special education groups are scheduled during small group math and guided reading times. EL small groups are scheduled during guided reading and writing times. All resource teachers include learning goals, language goals and academic talk in their instruction.

Special education teachers set individual growth goals for MAP with their students. EL teachers carefully reviewed ELPA data, and planned targeted intervention for individual students in the language areas the needed to improve on ELPA21. Two additional EL teachers were hired to support this targeted intervention, specifically in the areas of speaking and writing. EL teachers also met with all 3rd-6th grade EL students to set individual growth goals for ELPA.

Intervention is also provided by classroom teachers. As of January, all classroom reading intervention is provided using Leveled Literacy Intervention (LLI). The majority of EL reading intervention utilizes LLI, but also supports writing and phonics in grades 4-6. Reading resource teachers support reading and phonics intervention in grades K-3, utilizing LLI and weekly assessment data from Phonics Mastery Guides.

In addition to providing intervention for struggling students by reading teachers and ESL teachers, all classroom teachers were provided information on Student Assistance Teams (SATs) during the fall data digs. SATs are held at the grade level and then at the building level to provide support for struggling students. Liberty's Student Assistance Team is made up of the Principal, School Psychologist, SAT Facilitator, ESL and Special Education teachers, who meet with parents and classroom teachers to discuss specific students who are not making expected progress.

Liberty Elementary administration and teachers collect and analyze data from several sources to ensure that goals are kept current and student achievement is regularly monitored. In addition to annual NSCAS data, Liberty collects assessment information from MAP, F&P Reading Benchmarks, and Phonics Mastery Guides in K-3. Teachers use information from these formal assessments, as well as informal assessments, such as Reading Running Records to monitor students' progress. Teachers met for half-day data digs in October and February to review all of these data points, and to plan for Tier I instruction and intervention.

In addition to academic support, Liberty also provides Social Emotional support for students. Strategies to meet the needs of all students, but specifically the needs of students at risk for not meeting the State standards include individual and small group counseling and mentoring. Counselors provide weekly lessons to all students on Social Emotional Learning using the Second Step curriculum.

Students struggling with anger, grief and lack of appropriate social skills are seen by one of the school counselors and/or the PAC facilitator. The Principal, Assistant Principal, School Counselor and PAC Facilitator meet weekly to review concerns of specific students. Counselors presented the important aspects of the Schoolwide Behavior Plan and the referral process to the staff during the opening meeting at the beginning of the year and then again during Grade Level Meetings at the beginning of the second semester.

One of the counselors organizes mentors for students who have been identified through teacher recommendation. TeamMATE mentors visit with their mentees on a regular basis at Liberty, and have lunch with the student weekly, focusing and building a positive relationship. Currently eight Liberty students have a mentor through this program.

Liberty utilizes the Connections program see students who need additional support. Teachers and staff can request a referral to the program through one of the counselors or Liberty's social worker. Parents are required to complete an application for their student to participate. Liberty also provides a support to struggling early childhood students and parents through a program called Kid Squad.

All teachers hold a morning meeting with students, meant to provide an opportunity for class building and teachers to establish strong relationships with all students. Teachers have been implementing morning meeting for the last four years.

Students at risk of not meeting the challenging state academic standards require both additional academic and social/emotional support, as outlined above.

Supporting Documentation:  
- Liberty Master Schedule

- Master Schedule for Special Education Resource teachers
- MTSS-B/Equity presentation
- October and February data dig outlines and sign-ins
- SAT process document
- Student goal setting examples
- TeamMates application and Nomination Form
- Connections School-based Therapy referral form in English/Spanish
- Kid Squad Application
- Morning Meeting Lesson
- MTSS-B Newsletters

**3. Qualifications of instructional paraprofessionals**

<b>3.1</b>	<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>The Human Resources Department of Omaha Public School ensures that all instructional paraprofessionals at Liberty meet the ESEA requirements and are provided introductory training when they are hired.</p> <p>Liberty also provides paraprofessional training and invites all paraprofessionals to join the opening meeting at the beginning of the school year. Liberty has full time paraprofessionals who support classroom teachers with instructional duties by working with students one-on-one and in small groups in math and English Language Arts.</p> <p>The district provides paraprofessional training via an in-service provided by Curriculum and Instruction Support department, the English Learner program and the Special Education department. Liberty paraprofessionals participated in training at Liberty in November and January, with a focus on Multi-Tiered Systems of Support for Behavior (MTSS-B). They also participated in Adult Sexual Misconduct training at the beginning of the year and a refresher course in February.</p> <p>Several of Liberty’s paraprofessionals are currently part of the Para to Teacher Career Ladder program, where they earn a teaching degree while working as a paraprofessional in an OPS school. Paras and students benefit when paras go through the program, as the para's capacity to provide quality academic support increases.</p> <p>Liberty is fortunate to have such a capable and well-trained group of paraprofessionals who meet the ESEA requirements.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"> <li>- HR Letter 19-20</li> <li>- Liberty staff</li> <li>- District Conference Memo - training for all paraprofessionals</li> <li>- Para Back to School Invite Email</li> <li>- Para Meeting Email for 8-12-19 paraprofessional training</li> <li>- Agenda from Paraprofessional meeting on 11/7/19 with a focus on MTSS-B (Behavior/Discipline)</li> <li>- Para Training Survey Results Email from 11/7/19</li> <li>- Para Meeting Sign-Ins</li> </ul>	

## 4. High quality and ongoing professional development

<p><b>4.1</b></p>	<p><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>
<p>Omaha Public Schools and Liberty Elementary provide ongoing professional development and other activities for teachers and paraprofessionals to improve instruction and the use of data from academic assessments in order to improve Tier I instruction while continuing to provide intervention as needed. The district provided professional development to all teachers on Curriculum Day in September, with a focus on Math, Phonics and Dyslexia.</p> <p>Liberty's CSI focus team met regularly in the Spring of 2019 to develop CSI/SIP goals and to plan the professional development to support these goals for 2019-2020. Summer professional development was offered for leadership development, math and science. Staff voted to attend weekly grade level meetings in lieu of monthly faculty workshops in order to promote collaborative lesson planning and to focus on grade level specific content. Faculty workshops have been conducted on SIP days. Grade level meetings focused on two of the five CSI/SIP goals: Tier I Math and Tier I Reading. SIP Days focused on Science and EL best practices to support the Science and ELPA CSI/SIP goals and focused on MTSS-B strategies. Math professional development opportunities were offered in November 2019.</p> <p>Professional development is provided during Grade Level Meetings (GLMs) by the instructional facilitator, math coach and EL teacher leader. During GLMs, teachers collaboratively planned for Tier I instruction in math or reading and participated in the district provided professional development in the areas of math and phonics. ELPA professional development was conducted during December GLMs. In Math GLMs teachers used common assessments to backwards plan. They also collaboratively graded common assessments using district rubrics with the guidance from the math coach. Phonics GLMs focused on implementing and delivering the Phonics Mastery Guides curriculum effectively and Reading GLMs focused on incorporating language goals and academic talk using sentence frames. ELPA GLMs focused on learning about language components assessed with ELPA21 and incorporating multiple speaking and writing opportunities into daily instruction to support adequate progress towards language proficiency.</p> <p>Professional Development is also provided on SIP Days. Science planning and science interactive notebooks professional development were provided on all SIP days. EL best practices and language goals professional development were provided on the August and September SIP days. MTSS-B professional development was provided on all SIP days.</p> <p>Data digs were held on October and February after Fall and Winter MAP testing. Grade level teams participated in half day data digs in which they reviewed attendance data, MAP data, NSCAS data, ELPA data and collaboratively planned for instruction and goal setting to support the SIP goals of increasing NSCAS achievement, MAP achievement, MAP growth, and increasing adequate progress towards proficiency on ELPA21. In the October data digs, teachers planned for Class goal setting for Winter MAP. EL teachers worked with 3rd-6th grade teachers to set individual goals with students for ELPA21. In the February data dig teachers planned for class goal setting, and individual goal setting for students who had a higher probability of passing NSCAS.</p> <p>Liberty paraprofessionals often attend grade level meetings and our schoolwide SIP days and opening meetings. They also participate in training specifically intended for paraprofessionals at Liberty and districtwide. This year most of our para training has focused on Multi-Tiered Systems of Support for Behavior,</p>	

as requested by our paras. Our Early Childhood paras have received training offered by Early Childhood, which is applicable to working with 3, 4, and 5 year olds.

Ongoing professional development and other activities are designed to improve teachers' and paraprofessionals' effectiveness. Educators benefit by learning how to use data to guide instruction, especially targeted at those subgroups of students at risk of failing to meet the challenging State academic standards.

#### Supporting Documentation

- Liberty Elementary CSI/SIP At-A-Glance
- CSI power points
- Team Leader Kickoff presentation 8-5-19
- Math & Science Summer PD flyer
- PD plan for 2019-2020
- Math PD Saturday Session flyer
- Math and Reading GLM Agenda and sign ins
- ELPA GLM/PD Agendas, powerpoints and sign-ins
- ELPA Writing Practice Activity and Notetaker
- SIP Day Agendas, presentations and sign-ins
- Science planning power points
- Science interactive notebook PD pictures
- Elevate Science planning tip sheet
- ESL Best Practices presentation
- Language Goals presentation
- Data dig outlines and sign-ins
- Class Goal Setting directions
- Student goal setting examples

## 5. Strategies to increase parental and family engagement

**5.1**

*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.*

Teachers and parents are involved in developing and refining the School-Parent Compact and it is reviewed at the annual Title I parent meeting. The compact is included in the Student Planner, which is reviewed by teachers with students at the beginning of each semester. Parents are asked to sign the student planner at the beginning of the year to confirm that they've read the School-Parent Compact. Parents are also asked to sign the student planner every evening after review.

This year the Title I parent meeting had to be held 'virtually' because all OPS schools were closed on the date of the planned Title I meeting. The meeting was held via Zoom and parents, teachers, staff and community members discussed the School-Parent Compact and other topics related to Title I and school improvement. Documentation for last year's meeting, held on March 28, 2019, is also included for reference.

The School-Parent Compact meets the following requirements:

- the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards
- ways in which parents will be responsible for supporting their children's learning
- the importance of communication between teachers and parents on an ongoing basis

<p>Supporting Documentation</p> <ul style="list-style-type: none"> <li>- School-Parent Compact</li> <li>- Title I meeting agenda - 2020</li> <li>- Title I meeting presentations 2019 and 2020</li> <li>- Title I meeting sign-in 2019</li> <li>- Title I meeting notes 2019 and 2020</li> <li>- Title I meeting flyer 2020</li> <li>- Title I meeting personal invitation 2019 and 2020</li> <li>- Title I email invitation to virtual meeting due to COVID-19 school closing 2020</li> <li>- Title I RSVPs to Virtual Title I Meeting</li> <li>- Quicktime video fo 2020 Title I meeting</li> </ul>
<p><b>5.2</b> <i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i></p>
<p>The district Title I Office holds an annual District Parent and Family Engagement Policy Review meeting. This year, the meeting was held on February 13, 2020 from 5:30PM - 7:30PM at the Omaha Public Schools Teachers' Administration Center.</p> <p>The district Title I office also offers families access to workshops, sponsored by Minnesota Humanities Center. The workshops for the 19-20 school year are held at Castelar School, which is close to Liberty. The speaker, Dr. Tommy Watson, talks to parents and caretakers to develop the insight and tools needed to help their students increase and maintain motivation in school. "Come learn strategies to create a vision of excellence for your child."</p> <p>The Parent and Family Engagement Policy is also discussed during Liberty's annual Title I meeting and parents provided feedback on the policy.</p> <p>Supporting Documentation</p> <ul style="list-style-type: none"> <li>- Title I Parent and Family Engagement Policy</li> <li>- OPS Parent and Family Engagement Policy Review</li> <li>- Parent Workshop Flyer in English and Spanish</li> </ul>
<p><b>5.3</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. Provide supporting documentation in the corresponding folder.</i></p>
<p>Liberty usually holds our annual Title I parent meeting in March. Parents are invited during parent/teacher conferences with a flyer handed out at parent/teacher conferences and specific parent invitations. This year we held our Title I meeting via Zoom due to the Coronavirus school closing.</p> <p>In addition to the annual Title I parent meeting, ongoing activities provide many opportunities for parents to be involved in the education of their children. Strategies to increase parent and family engagement are provided. The importance of communication between teachers and parents is addressed on an ongoing basis with teachers during weekly Grade Level Meetings. All documents are sent home in English and Spanish.</p> <p>Communication with families is a key aspect of improving overall student achievement. Each student at Liberty has a student planner that is used as an agenda and parent communication tool. Parents are asked to review and sign the planner every day, which provides the opportunity for parents and teachers to exchanges notes and other important information. Parents are invited to Open House to learn about the expectations and curriculum for the school year, via fliers and an automated phone call. Parents are invited to Parent/Teacher</p>

Conferences in the fall and spring during Open House and are reminded of the date and time with a note in the student planner. Parent/teacher conferences provide the opportunity for parents and teachers to discuss the social emotional and academic progress of students.

Liberty has six Family Nights a year in collaboration with Completely Kids before and after-school program. Family Nights offer Liberty parents, teachers, staff and students the opportunity to interact in an informal setting. This year, one of our Family Nights will be hosted at one of our community partners, including The Omaha Children's Museum. Other Family Nights provide families access to community services and share academic strategies with parents. Liberty will put on the Disney musical The Lion King in May. Parents are invited to Family Nights through fliers and automated phone calls. Students are reminded about Family Night during morning announcements. We have active participation in our Family Nights.

Parents of students in grades K-3 are invited to attend a vocal concert performance in the winter, just before winter break. Parents of students who play an instrument can also watch their child perform at the instrumental concert.

Parents are invited to Parent/Teacher conferences twice a year. They sign up for conferences during Open House and receive a reminder a week before the conferences. Conferences at Liberty are scheduled from 4:30 - 8:00 PM on Wednesday and 12:30 PM - 8:00 PM on Thursday. Teachers also are able to schedule a conference during the school day or even before the school day if a parent is not able to come during the regularly scheduled conference times. We have over 90% participation in our fall and spring parent/teacher conferences.

Liberty is fortunate to have a Family Facilitator and Home Visitor to build connections between home and school at an early age. The Family Facilitator sends home take-home books with each Pre-K and HeadStart student. Parents read with their children each night. The Family Facilitator and Home Visitor host monthly Parent/Child Play Groups and a parent book club. Liberty's early childhood classrooms also host Family Fun days in the fall and spring to connect parents to school. Liberty also provides weekly ESL classes for adults and the teacher is paid for with Title I funds.

Finally, in addition to our district website, Liberty communicates with parents via social media on Facebook and Twitter. Individual teachers use a variety of applications to keep parents informed of daily activities including the Remind App and Class Dojo.

#### Supporting Documentation:

- Family Night Flyers
- Liberty Little Stars Brochures in English and Spanish
- Liberty FaceBook posts
- Parent Handout for NSCAS
- Title I Meeting Flier 2020
- Title I Meeting Invitations 2019 and 2020
- Title I Meeting Presentations 2019 and 2020
- Title I Meeting Agenda 2020
- Title I Meeting Notes 2019 and 2020
- Title I Meeting Virtual Meeting Invitations and RSVPs
- Title I Zoom Meeting set up and video 2020

## 6. Transition Plan

<p><b>6.1</b></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>Liberty's transition plan for incoming students provides for multiple contacts between the parent, child and school to support, coordinate and integrate services from their previous program or school to Liberty Elementary. In addition, our Home Visitor and Family Facilitator support the transition from home to HeadStart and PreK for students enrolled in our Home Visitation program - Liberty Little Stars.</p> <p>Every year, Liberty's kindergarten team and administrative team hold a Kindergarten Round-up in January to register incoming kindergarteners. Parents were informed of Kindergarten Roundup through a flier, which went home with all students, several times. Parents also received a robocall as a reminder. Kindergarten Round-up includes a presentation by kindergarten teachers, reviewing important aspects of kindergarten, as well as a presentation by our school nurse. Many bilingual staff are on hand to help parents complete forms.</p> <p>This year, students did not visit a kindergarten classroom during Kindergarten Round-up, but instead will be invited to visit a kindergarten classroom in early August and experience important aspects of kindergarten, including meeting the teachers, visiting the cafeteria and playground and gaining an appreciation for the daily routines, just before school begins. We held a Kindergarten Kickoff in August 2019, for those students who had not had the Kindergarten Roundup or Kindergarten Jumpstart experience.</p> <p>In addition to Kindergarten Roundup, Liberty offers summer school for incoming kindergarten students. We call this kindergarten jumpstart. This gives incoming kindergarten students to opportunity to acclimate to kindergarten for four weeks in June before school begins in August. Parents who came to kindergarten roundup could complete a kindergarten jumpstart application at the same time. We continue to recruit incoming kindergarteners for kindergarten jumpstart.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"> <li>- Kindergarten Roundup Flier and Agenda</li> <li>- Kindergarten Roundup Presentation</li> <li>- Kindergarten Tips 2020</li> <li>- Summer School form for Kindergarten</li> <li>- Kindergarten KickOff Flier and Agenda</li> </ul>	
<p><b>6.2</b></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>Liberty Elementary provides several activities to assist students in the transition between elementary and middle school.</p> <p>Liberty's intermediate guidance counselors begin preparing sixth grade students for the transition to middle school through several guidance lessons. The majority of Liberty students who live in the Liberty home attendance area attend Norris Middle School. Other students opt into Beveridge Middle School.</p> <p>Students are provided with many opportunities to become familiar with Norris and Beveridge Middle School. Norris and Beveridge Middle Schools provide opportunities for families to visit the school in the evening.</p>	

Students discuss transition to middle school with their classroom teacher and counselor and all students have the opportunity to practice opening combination locks, which they will have in middle school. Liberty students are invited to events at Norris and Beveridge, including theatrical performances. Norris Middle School counselors come to Liberty in the spring to present to sixth grade students about middle school. Middle school counselors then help students register for Norris Middle School. Counselors come to register those students attending other middle schools as well.

Sixth 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 to their middle school.

Summer school at Liberty is a jumpstart for every grade. That means that 4th grade teachers teach incoming 4th grade students, for example. Liberty's jumpstart summer school helps students and teachers begin the transition to the next school year by meeting a teacher from the next grade level and spending four weeks in summer school preparing for the next grade.

At Liberty, we understand the importance of helping our sixth graders transition to their middle school years by providing them with opportunities to learn about and discuss the transition.

**Supporting Documentation**

- Counselor lessons on 6th grade transition
- Counselor presentation on transition
- Elementary Counselor Curriculum Scope and Sequence
- Middle School Summer Programs Postcard
- Norris MS Summer School Registration Form

## 7. Strategies to address areas of need

<b>7.1</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. Provide supporting documentation in the corresponding folder.</i>
<p>Liberty provides a variety of Extended Learning Opportunities, including the Completely Kids After School program and summer school. The Completely Kids after-school program at Liberty has a 30-minute academic time set aside for all students. Students in grades 3-6 also choose enrichment clubs after school. Students who live in poverty have fewer opportunities for enrichment. Our students especially enjoy the many enrichment clubs they can participate in after school.</p> <p>Liberty Summer School regularly has over 300 students participate. Summer School extends the school year for an additional four weeks. Summer school continues academic instruction while also offering some enrichment activities that children living in poverty don't always have access to. In accordance with our district's requirement for summer school, we have increased the amount of minutes dedicated to literacy and math instruction and have implemented the district-provided lesson plans. We have asked that enrichment activities end with students journaling daily.</p> <p>Every child at Liberty participates in a take home reading program, where students are able to practice reading books at their instructional level. Either the classroom teacher, reading teacher or paraprofessional coordinates with the student to check on the student's reading log and check out a new take home book. Access to books at home has been proven to increase student's reading level.</p>	

Supporting Documentation:

- List of Completely Kids After-School Clubs
- Sample Completely Kids Schedule
- Summer School Application
- Summer School Flier
- Summer School Calendar
- Summer School Staff Roster

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

**8.1**

*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.*

Liberty Elementary is fortunate to receive funding from multiple sources to meet the many needs of our students and support student achievement in all academic areas for all.

Title I funds provides funding for:

- certified teachers and a paraprofessional for reading intervention.
- the purchase of laptops and iPads to increase student access to online resources during the school day and to help students prepare for online assessments including MAP and NSCAS.
- certified kindergarten jumpstart (early childhood) summer school teachers and paraprofessionals for all summer school grades.
- summer school materials and supplies
- parental involvement
- high interest/low level readers

CIS funds provide funding for:

- certified teachers for reading and writing support of ELs and math intervention
- substitute teachers for all teachers for data digs twice a year
- summer book studies
- summer science professional development and planning
- math professional development
- planning for grade level leaders ILT

General Budget provides:

- certified and classified staff to support student achievement and other student needs.
- professional development and materials to support student achievement in all areas

Special Education Budget provides:

- special education teachers and paraprofessional for students with an IEP
- Speech/language pathologist
- Occupational and Physical Therapist part-time
- School Psychologist part-time

Other Grants Provided through Community Partners:

- Omaha Children's Museum monthly visits for all students in Early Childhood, Kindergarten and 1st Grade. Quarterly visits for all 2nd grade students.
- Rose Theater monthly attendance for all students of dress rehearsal of every new play.
- Completely Kids provides weekend food bags to provides students with additional nutritional support.
- Omaha Public Schools Foundation provides Every Single Child grant for the Rose Theater experiences for every grade level. Omaha Public Schools Foundation also provides a grant for out of school experiences for our students and emergency family needs.

Documentation provided:

- CSI application with budget information
- General budget
- Liberty CSI budgets for 18-19 and 19-20
- Title I 19-20 budget
- OCM Sample Grant Letter
- Every Single Child Grant