

# 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
School Name:	Edward "Babe" Gomez Heritage Elementary
County District School Number:	28-0001-107
School Grade span:	PK-4
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify) <u>Science</u>
School Principal Name:	Rocky Parkert
School Principal Email Address:	rocky.parkert@ops.org
School Mailing Address:	5101 South 17 <sup>th</sup> Street Omaha, NE 68107
School Phone Number:	531-299-1520
Additional Authorized Contact Person (Optional):	Jamie Ohlendorf
Email of Additional Contact Person:	jamie.ohlendorf@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

Names of Planning Team <i>(include staff, parents &amp; at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Evelyn Chavez</u> <u>John Campin</u> <u>Leah Kastrup</u> <u>Jamie Ohlendorf</u> <u>Melissa Wolken</u> <u>Julia Harris</u> <u>Aaron Norman</u> <u>Brenda Bueno</u> <u>Celeste Cervantes</u> <u>Marcela Torres</u>  <u>      </u> <u>      </u>	 <u>Parent</u> <u>Principal</u> <u>Assistant Principal</u> <u>Instructional Facilitator</u> <u>Dual Language Lead Teacher</u>  <u>Teacher</u> <u>Teacher</u> <u>Parent</u> <u>Parent</u> <u>Parent</u>  <u>      </u> <u>      </u>

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 840	Average Class Size: 19	Number of Certified Instruction Staff: 70
Race and Ethnicity Percentages		
White: 7.02 %	Hispanic: 90 %	Asian: 0.12 %
Black/African American: 1.43 %	American Indian/Alaskan Native: 0.24 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 1.19 %	
Other Demographics Percentages		
Poverty: 88.2 %	English Learner: 55.9 %	Mobility: 13.3 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS State Summative 2018	MAP-Science 3-4
MAP Growth-Reading K-4	NeSA 2017
MAP Growth-Math K-4	K-1 Reading/Math-2017

*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	Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.
<b>The disaggregated data is used in classrooms to drive instruction.</b>	

**Teachers were provided training on how to run various MAP Growth reports and then understand and interpret the data. Teachers ran the reports in math, reading, and science. The reports were used to develop an action plan and target specific needs within the classroom. Action plans are updated every 15 days, including a progress monitor form.**

**Twice a year, a reading benchmark is assessed on every student to determine an accurate reading level. LLI (Leveled Literacy Intervention) is implemented, during a built in intervention block, in each kindergarten through second grade classroom. Our reading interventionist, Shari Smith, also schedules LLI classes throughout the day.**

**Using the Table of Specifications provided by the Nebraska Department of Education, teachers develop of plan of review before state testing. This plan is designed to meet the needs of individual students.**

**In November, a Data Night for families was held in the building. There was a Powerpoint presentation explaining the data and how it's used in the classrooms.**

**Our Early Childhood Teachers use Creative Curriculum. Using the assessment tools within Creative Curriculum, teachers develop and implement lesson plans that are individualized to meet the needs of the students.**

**Disaggregated data results are located in the Gomez Heritage Data Book in Folder 1.1 on the following pages:**

- \*NeSA-Reading pages 9-10**
- \*NeSA-Math page 13**
- \*MAP Growth (grade 2)- pages 19-20**
- \*K-1 Reading and Math- page 25**

**Professional Development was provided to support all areas identified in the Schoolwide Plan. This includes:**

- \*KAGAN Engagement Strategies**
- \*MAP Growth Trainings**
- \*Responsive Classrooms**

- \*NSCAS- State Summative Assessment**
- \*Educational Instructional Leadership Network for Leadership Team**
- \*Creating Instructional Action Plans based on Data Analysis**
- \*Coaching by Leadership Team on Instructional Strategies**

**1.2** *Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.*

**A School Improvement Planning team that included teachers, specialists, and administration held a meeting to discuss the School Improvement Plan. Information was presented at team meetings and input was gathered from staff.**

**On September 12, 2017, a meeting was held with parents to discuss the components of the School Improvement Plan. Parents provided ideas as to what they felt was working well at the school and things they would like to see added. Some of the parent suggestions included:**

- Adding extra-curricular clubs after school**
- Enrichment in Science**
- Parent English Conversation Club**

**In October, a Family Volunteer Kick-Off Night was held. During the event, a presenter talked with families about the importance of involvement in the school. There was also dinner provided and various booths set up with ways families can be volunteer at Gomez Heritage. On of the booths set up was for School Improvement Planning. A copy of the School Improvement Plan was available, as well as, a suggestion box for parents to leave ideas. The School Improvement Plan is available for viewing on the school website.**

**During spring Student-Led Conferences, a table is set up at the entrance of the school for parents to complete the School Climate Survey. Staff members, and the Family Room Bilingual Liaison are present to answer any questions that the families might have.**

**1.3** *Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.*

**The Continuous School Improvement Plan identifies improvement efforts, strategies used, available resources, and interventions to meet the goals of the school and the needs of the students.**

**The schoolwide plan includes efforts of all school staff, parents, and community members working together to support the plan and the students' needs.**

**Connecting with the community and families is a high priority at Gomez Heritage. In the month of September, a Cookie Walk was scheduled. Staff members donated cookies and delivered them to homes in the neighborhood.**

**Various data sources were used to determine areas of strength and areas of need for the building. Based on the data, the following goals were identified to meet the needs. Measureable objectives were defined for each goal:**

**-Goal 1: Mathematics, with a focus skill of Number Sense and Algebra: All third and fourth grade subgroups will set a high standard for a baseline score on the state assessment. All grades will increase their MAP Mean RIT score from the beginning of the year to the end of the year.**

**-Goal 2: Reading, with a focus skill of Comprehension: All third and fourth grade subgroups will increase their NSCAS scores from 39.02% to 44.02%. All grades will increase their MAP Mean RIT score from the beginning of the year to the end of the year.**

**-Goal 3: Science, with a focus skill of Inquiry, Physical Science, Life Science, and Earth/Space Science: All grades will increase their MAP Mean RIT score from the beginning of the year to the end of the year.**

**-Goal 4: Climate, with a focus on staff members exhibiting a sense of trust and acceptance among themselves: Based on the Climate Survey, the statement, "Staff members exhibit a sense of trust and acceptance among themselves," will increase from 4.1 to 4.5.**

**-Goal 5: Wellness, with a focus on Nutrition, Nutrition Education, Physical Activity, and School-Based Activity:**

**\*Nutrition: To enhance students' knowledge through a variety of fruits**

and vegetables throughout the year.

**\*Nutrition Education:** To provide nutrition education regarding fruits/veggie of the day on morning announcements.

**\*Physical Activity:** To provide sports and athletic experience to students and families throughout the year.

**\*School-Based Activity:** To continuously provide health and wellness opportunities to families and staff.

Professional Development for staff members was planned to support the goals. Strategies that are supported by research were implemented. Progress monitoring is used continuously throughout the school year to track student progress. Some resources used to supply professional development and academic opportunities for the students include:

- Title 1
- Buffett Institute
- Sherwood Foundation
- General Budget
- Completely Kids

Support programs for students were put into place to provide appropriate interventions and to recognize students' efforts and choices.

The School Improvement Plan is an open document. The plan is reviewed regularly and editing occurs when data and assessments support it.

## 2. Schoolwide reform strategies

2.1

*Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.*

**Multiple strategies that are backed by research are used to address the needs of all students.**

**Staff are coached on the Instructional Practices provided in the district's Academic Action Plan Best Instructional Practices Handbook (see folder 2.1). The following strategies were selected from the handbook:**

### 1. Procedures and Routines

- 2. Using Data to Drive Instruction**
- 3. Guided Reading (Balanced Literacy)**
- 4. Writer's Workshop**
- 5. LLI (Differentiation)**
- 6. Comprehension (Literacy Strategies Across the Content Areas)**
- 7. Test Taking Skills/ Skill Groups**
- 8. Engagement**
- 9. Team Building**

**Data Analysis:** Teachers analyze data from MAP Growth reports, Benchmarks, Running Records, and Informal Quarterly Assessments. Based on the current data, teachers write a 15-Day Action Plan to focus on the students' needs. The plan involves all phases of planning, executing, and evaluating teaching strategies.

**Progress Monitoring:** Teachers submit their action plans and a progress monitoring form that includes the data baselines into a One Drive folder. After each 15 day cycle, an assessment is given to re-evaluate and submit new scores on the progress monitoring form.

**Collaboration:** Staff meet for the purpose of professional development opportunities, team meetings, and XCT meetings. During team meetings and XCT meetings, teachers share ideas and collaborate and are trained on assessments or Best Instructional Practices.

**Differentiated Instruction:** This instruction provides students with different ways to process and apply the content being learned. Different teaching methods and tools are implemented so that all students can learn effectively. Small group settings for teaching (guided reading and guided math) are school requirements. Teachers also use our Outdoor Classroom to meet the needs of all learners.

**Students who are identified as having academic, social, language, or behavioral needs and who are not showing progress are referred to the Student Concern Process. This team works together with the classroom teachers, parents, school psychologist, and specialists who have contact with the student. Appropriate goals and strategies are set and daily documentation is kept. The team meets every twenty days, monitoring the student's progress and possibly referring the student for academic testing.**

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### 3. Qualifications of instructional paraprofessionals

<b>3.1</b>	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p><b>Paraprofessionals meet the ESEA requirements and are provided trainings throughout the year that are designed for paraprofessionals and/or all staff focused on student needs. Paraprofessionals are included in Professional Development provided to other staff members. They are provided on-going trainings specifically designed for paraprofessionals.</b></p> <p><b>Gomez Heritage has thirty-six paraprofessionals, twenty-two of which are bilingual. They support the classroom teachers with instructional duties. All of the paraprofessionals work individually with students and with small groups. They organize and maintain the Take Home Book Program in their classrooms, focusing on book conferences with students.</b></p> <p><b>Some topics included in paraprofessional trainings include:</b></p> <ul style="list-style-type: none"><li><b>-Take Home Book Program</b></li><li><b>-Building Wide Procedures and Routines</b></li><li><b>-Suicide Prevention Awareness</b></li><li><b>-Testing Practices and Procedures</b></li><li><b>-Overview of Responsive Classrooms</b></li><li><b>-MTSS-B- Schoolwide Behavior Plan</b></li><li><b>-Translating at Conferences</b></li></ul> <p><b>Other Professional Development opportunities include:</b></p> <ul style="list-style-type: none"><li><b>-Fall and Spring ESL Conference</b></li><li><b>-District in-services provided by the ESL department of Omaha Public Schools</b></li></ul>	

### 4. High quality and ongoing professional development

<b>4.1</b>	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.</i>
<p><b>Professional Development is ongoing, focusing on strategies that are based on research and are shown to improve instruction along with student achievement.</b></p>	

### **Paraprofessional P.D.:**

Paraprofessionals have meetings throughout the school year with Professional Development focused on the needs of the students, the school, and to support their role in the classroom. Some of the professional development topics covered in meetings include:

- Take Home Book Program**
- Building Wide Procedures and Routines**
- Suicide Prevention Awareness**
- Testing Practices and Procedures**
- Responsive Classrooms**
- MTSS-B School-Wide Behavior Plan**
- Parent Teacher Conferences**

### **Certified Staff P.D.:**

Teachers at Gomez Heritage attend Professional Development regularly. Grade levels meet twice a month to receive training, interpret data, and collaborate about best teaching practices and improving student performance. Goals and plans are set based on the analysis of data. The leadership team provides coaching and assistance to support the transfer of new knowledge and skills to the classroom. Teachers also attend courses, workshops, and conferences that address the learning goals and objectives of the district. Some of the topics included in certified staff professional development include:

- MAP Growth Testing and Reports Training: Data Analysis and Action Plans**
- Responsive Classrooms**
- Building Wide Procedures and Routines**
- Balanced Literacy**
- K-3 BECI Training (Buffett Summer Institute)**
- Curriculum Day-Math Training**
- School Improvement Plan Planning**
- Faculty Workshop: Colleen Schmit (Author/Motivational Talk)**
- SAT training**
- Library Resources, Safari Montage**
- Dual Language Trainings**
- Kagan: Cooperative Learning and Engagement Structures**
- Suicide Prevention and Awareness Training**

- Parent Communication**
- Connections Presentation**
- Science P.D.**
- LLI**
- Best Instructional Practices Handbook**
- Literacy Strategies**
- Transforming Kindergarten**

#### **Collaborative Teams (XCT):**

**Once a month, teachers meet and work collaboratively within their grade levels or area of specialization, to create goals based on the needs of the students. Data and student work is used to determine the areas of need. The following topics include the needs determined in each grade level:**

- Kindergarten: Transforming Kindergarten**
- First Grade: LLI Intervention Time**
- Second Grade: Project Based Learning**
- Third Grade: Project Based Learning**
- Fourth Grade: Guided Math**

#### **Leadership Team P.D.:**

**The Leadership Team at Gomez Heritage consists of John Campin (Principal), Leah Kastrup (Assistant Principal), Jamie Ohlendorf (Instructional Facilitator and Academic Data Representative), and Melissa Wolken (Dual Language Lead Teacher). Our team facilitates and attends many professional development opportunities. Our Professional Development is aligned with rigorous state and district embedded standards, as well as our school improvement goals. The Professional Development is assessed regularly and determined to meet learning goals, improve instruction in the classroom, and assist students in meeting the state standards. Some topics included in the Leadership Team P.D. include:**

- Coaching**
- ADR (Academic Data Representative) Meeting**
- EILN District Meetings**
- School Improvement Plan (SIP) Training**
- PD For All (Buffet Institute)**
- NSCAS State Testing Training**
- KAGAN Engagement Strategies**

## 5. Strategies to increase parental and family engagement

5.1

*Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

**Community members and parents have a variety of opportunities throughout the school year to provide input on the development, implementation, and evaluation of the schoolwide plan.**

**The administration and staff have a firm belief that parents and the community play an integral role in the education of our youth. Our school works together with the community and parents to ensure that students are demonstrating success and proficient levels of achievement on the standards.**

**One example of how the community and parents work together with the school is through our sports programs. Staff from the KROC Center in South Omaha work with staff from Gomez Heritage to provide opportunities for students to be involved in a variety of athletic teams. Fundraising is done and donations are used to help keep costs low for participation. Staff member coach the athletic teams before and after school and on the weekends. Over 250 students participated in indoor and outdoor soccer and basketball. Parents were very supportive, attending games and assisting with coaching. The sports program is an enriching experience for all members of the Gomez Heritage Community.**

**Parents:**

- School Website**
- Monthly Newsletter**
- Invitations, translated into Spanish, to participate in Celebrations, Awards Ceremonies, Classroom Events**
- Parent Volunteer Sign-In Sheet**
- Ongoing Parent Involvement and Transition Activities**
- Climate Survey**
- School Improvement Plan Meeting and Parent Volunteer Night for Input**
- Adopt A School Partners**
- Facebook**
- Twitter**
- Auto-Calls**

**Community Members:**

- School Website
- Adopt A School Partners
- Facebook
- Twitter

**5.2**

*Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.*

**A Family Compact is provided to each student outlining the responsibilities of all participants involved: the school, the family, and the student. The plan addresses the roles and how the components can be fulfilled. The plan is reviewed annually with staff and parents.**

**The compacts are presented to students and parents during the fall and spring Student Led Conferences. They are also reviewed throughout the year during family meetings and at the Principal's Coffee meetings.**

**These compacts provide a clear and concise definition of each of the roles and obligations. At Gomez Heritage we believe that academic success will improve with a strong home and school relationship. Open communication and support are key elements when building these relationships.**

**Students:**

- Review and Discussion of the Compact
- Student Led Conferences (100% participation is the expectation, interpreters are provided)
- Take Home Book Program Participant

**Parents:**

- Review and Discussion of the Compact
- Student Led Conferences (100% participation is the expectation, interpreters are provided)
- Take Home Book Program Participant
- Title I School Involvement Policy
- Progress Reports
- Report Cards
- Parent Sign-In and Volunteer Log Sheets
- Student Led Conferences Artifacts

## **-Communication with the School**

### **Teachers/School:**

- Reviewing of Compact with Parents/Students**
- Conference Sign-Ups and Reminders**
- Student Led Conferences (100% participation is the expectation, interpreters provided)**
- Take Home Book Program- provides books nightly**
- Progress Reports**
- Report Cards**
- Documentation for SATs, MDTs, and IEP meetings**
- Provide high-quality curriculum and instruction**
- Communicate effectively with parents**

**5.3**

*Please provide a narrative below explaining how, when and where the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.*

**An annual parent meeting was held to review and update the building level Parent Policy and Procedures, which meets Title I requirements. The Parent Policy is created with the input and support of the parents. The policy and the Parent Right to Know Clause are in the school handbook.**

**Opportunities are provided for parents to share their thoughts, suggestions, and concerns. Administration, teachers, and the Family Room Bilingual Liaison help facilitate these opportunities. The Family Room is a safe and comfortable environment where parents can discuss concerns. Monthly parent events are planned through the Principal's Coffee. They are scheduled at various times throughout the day in order to accommodate working parents' schedules.**

**The Parent Policy is available for viewing on both the building website and in the form of a newsletter. It is also available in the main office and in the Family Room.**

**A copy of the school handbook and code of ethics is sent home to every family. The handbook is discussed and reviewed with parents during the first quarter of the school year.**

**Each family receives a monthly calendar that includes all of the meeting and activities scheduled for the month. Flyers and phone calls announcing events such as Open House, Campus Clean-Up, Student-Led Conferences,**

**Movie Nights, Literacy Nights, STEAM Nights, and Back To School Nights are sent in advance of the event in order to accommodate family schedules. All of these communications, both written and verbal, are done bilingually.**

## **6. Transition Plan**

**6.1**

*Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.*

**Planning for the kindergarten transition begins with planning meetings. The meetings are led by the administration team and involve kindergarten teachers and the Bilingual Liaison in the building. Contacts are made with parents throughout the year. Following the planning meeting, a kindergarten registration evening is held for parents only. Later in spring a kindergarten visit and parent meeting is held at the building.**

### **January 2018:**

- Planning meeting for kindergarten registration: administration, Dual Language Lead Teacher (Melissa Wolken), Bilingual Liaison**
- Bilingual Kindergarten registration letter sent home**
- Bilingual letter from the Omaha Schools Foundation notifying parents of child care option before and after school are sent home**
- Kindergarten Registration held on January 25, 2018 (parents only)**

### **April 2018:**

- Kindergarten Round-Up will be held on April 5, 2018 (parents and students). Activities that evening include:**
  - \*Students meet the teachers and participate in activities**
  - \*Parents meet with the nurse**
  - \*Parents meet with the counselor**
  - \*Parents meet with the principal**
  - \*Parents meet with the Dual Language Lead Teacher**
  - \*Parents register for the Dual Language Program at this time if interested**

### **August 2018:**

- Letters are sent to each home by the classroom teachers**
- Kindergarten Transition Night held**
- Back to School Night is held the week prior to opening day**

- Counselors work with all kindergarteners in the cafeteria, helping them learn the procedures**
- Teachers welcome students while modeling and practicing procedures and routines**

**6.2**

*Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.*

**Fourth grade students will move on to Marris Magnet Middle School. The transition plan from elementary to middle school includes administration, teachers, parents, and school counselors. Implementation of the plan occurs throughout the school year.**

**The Guidance Counselors work with the fourth grade students to prepare them for the transition to middle school. This is conducted in a variety of ways:**

- Small group lessons and meetings**
- Career lessons**
- Fourth grade practice with:**
  - \*Working a combination lock**
  - \*Reading a middle school schedule**
  - \*Organizational skills**
  - \*Adapting to several teachers during a school day**

**Marris Magnet Middle School provides our students with the following opportunities to become familiar with the school:**

- A scheduled visit to Marris in the spring (students hear information about the school, take a tour, and have a question/answer session)**
- Marris counselors will visit the fourth grade students on March 6, 2018 to talk about class offerings and schedules**
- Marris Middle School student visit throughout the year, working with staff and students**
- Activities, such as Field Day, are held at Marris Middle School and South High School**

**Parents are provided opportunities to visit middle schools as they decide where to register their children. Information concerning other school options is shared by Omaha Public Schools through Open House invitations, Magnet School Fairs, and traveling recruiting visits by other schools.**

<b>Mr. Campin will organize a Parent Field Trip in April for our parents to visit Marris Middle School. Parents will meet with Marris administration, tour the school, and have a question/answer session to help parents acclimate to the middle school setting.</b>	
<b>6.3</b>	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<b>N/A</b>	
<b>6.4</b>	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<b>N/A</b>	

## 7. Strategies to address areas of need

<b>7.1</b>	<i>Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.</i>
<p><b>The Schoolwide Plan provides varying opportunities to increase learning both during the day and beyond the instructional day. Staff members meet to plan and collaborate on the individual needs of students while receiving support.</b></p> <p><b>Several teachers attended a conference over the summer for Professional Development on Responsive Classrooms. This approach focuses on building positive relationships with students and creating a welcoming classroom environment. One component of the Responsive Classroom Approach is Morning Meetings. The staff at Gomez Heritage strongly believe that when students are welcomed and build trust with the teacher then academics will improve. The staff have received Professional Development at the building level on the Responsive Classroom Approach.</b></p> <p><b>Two retired master teachers share one full-time position using funding from Title I. The teachers works with small groups of students daily throughout the grade levels. They collaborate with classroom teachers to develop strategic plans to increase student achievement. The groups are formed in conjunction with the classroom teachers using data analysis and results from MAP Growth testing.</b></p>	

**A Robotics Program is led by the librarian and technology teacher. The teachers and students meet every Tuesday and Thursday morning before school.**

**A Reading Interventionist works with small groups of kindergarten and first graders using the LLI (Leveled Literacy Intervention) system. Data and progress monitoring is kept weekly.**

**Tutoring sessions take place before school on Tuesday and Thursday morning. The tutoring takes place at Gomez Heritage. Students are recommended by the teachers based on needed skills in both reading and math.**

**Three different Saturday School sessions were held in the months of October and November, and then again in April. The sessions were three hours each. Students were recommended by classroom teachers. Various activities and projects were completed around the areas of reading, math, science, STEAM, and Spanish Club.**

**A Summer School session is held from June 4- June 29. The hours are 8:45 a.m. until 3:05 p.m. Students receive extra instruction in reading, math, writing, and enrichment activities.**

**Completely Kids is available for after-school care at Gomez Heritage, from 4:00 p.m. to 6:00 p.m. The program offers a tutoring component where students are provided a homework session each day. The program teachers have access to the school computer labs and Outdoor Classroom.**

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

**8.1**

*Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.*

**The plan describes how coordination and integration of resources from multiple programs and sources are used for improving student achievement in all academic areas for all students.**

**Student Support:**

- Title I funds provide the means to supply materials, staff, and experiences for all students**
- Title I provides funds to support Extended Learning Time**
- The General budget provides the means to supply materials, staff, building maintenance, and experiences for all students.**
- The Sherwood Foundation provides funding to support individuals and families of need, in conjunction with supporting school events.**
- KROC Center- mentoring, organized athletic programs**
- Boy and Girl Scouts- positive after-school program**
- Completely Kids- positive after-school program**
- Kids Club- positive child care for before and after school**
- Operation School Bell- provides clothing to students in need**
- One World Dental Van- provided dental services for 500 students**
- Wells Fargo- provided supplies for the Outdoor Classroom**
- Accountability Grant- provided supplies, materials, and training to staff**
- Superintendent's Early Childhood Plan- provides funding for a Home Visitor Position, Family Facilitator Position, Professional Development and parent events**

**Staff Support:**

- Title I funds provide the means to supply materials, staff salaries, and Professional Development.**
- Title I provides funds to support Extended Learning Time.**
- The General budget provides the means to supply materials, staff salaries, building maintenance, and Professional Development.**
- The Sherwood Foundation provides funding to support Curriculum and Professional Development**

**Parent Support:**

- Title I funds provide the means to supply materials, trainings, classes, events and experiences for parents. For example, things needed for Literacy Night, STEAM Night, and the Family Volunteer Kick-Off Night**
- Title I supports the Family Room**
- The Sherwood Foundation provides funding to support individuals and families of need, in conjunction with supporting school events.**

- Lutheran Family Services Family Liaisons**
- Superintendent's Early Childhood Plan provides support in the form of a Home Visitor, Family Facilitator, and Educational Facilitator**
- Project Harmony provides support and training for parents**

**8.2** *Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.*

**The school and community, through coordination and integration of Federal, State, and local services and programs work together as partners in supporting high achievement for all students.**

**-On-site social worker- works directly with students and families providing assistance as needed**

**-Adopt-A-School Partners- provide volunteers, materials, and funds to enhance learning experiences for students. The following are our Adopt-A-School Partners:**

- \*Guaca Maya Restaurant**
- \*Hy-Vee**
- \*Block 16 Restaurant**
- \*Emerald Limousine**
- \*Boys and Girls Club of America**
- \*McDonalds**
- \*Antartica**
- \*Wells Fargo Bank**
- \*Boy and Girl Scouts of America**
- \*Nature Explore**
- \*Kids Can Community Center**
- \*Bellevue Berry Farm**
- \*Centris Bank**
- \*Corner Kick Restaurant**
- \*Calvary Christian Church**

**-TeamMates Mentoring-a mentoring program serving students grades 4 through high school graduation**

**-South High students volunteer time serving as a classroom support and student mentors**

**-Assistance League of Omaha-Operation School Bell**

**-School Based Health Centers- One World Dental Van**

**-Creighton Pharmacy Students**

**-South Omaha Boys and Girls Club**

- Girl Scouts of America**
- Boy Scouts of America**
- Latino Center of the Midlands**
- Girl's Inc.**
- Clarkson College**
- Completely Kids (After-School Program)**
- Kid's Club (Omaha Schools Foundation) After-School Program**
- Kids Connection**
- National Safety Council**
- Educare**
- PRIDE Omaha**
- Omaha Home for Boys**
- Child Saving Institute**
- United Way of the Midlands**

**Support for families in crisis:**

- Project Harmony**
- Superintendents Early Childhood Plan**
- Child Saving Institute**
- Ted E. Bear Hollow**
- Catholic Social Services**
- Lutheran Family Services of Nebraska**
- Latina Resource Center**
- Juan Diego Center**
- CHD (Center for Holistic Development, Inc.)**
- Red Cross**
- R.E.S.P.E.C.T. (Education Theater Preventing Violence)**
- Alegent Health (Immanuel Hospital Pediatric Psych. Services)**
- Omaha Food Pantries**