**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*

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| District Name: | | | | Omaha Public Schools | | | | | | | | |
| County Dist. No.: | | | | 28-0001 | | | | | | | | |
| School Name: | | | | Miller Park Elementary | | | | | | | | |
| County District School Number: | | | | 28-0001 | | | | | | | | |
| Building Grade Span Served with  Title I-A Funds: | | | | Early Childhood - 5th | | | | | | | | |
| Preschool program is supported with Title I funds. *(Mark appropriate box)* | | | | | | | | | | | | Yes  No |
| Summer school program is supported with Title I funds. *(Mark appropriate box)* | | | | | | | | | | | | Yes  No |
| Indicate subject area(s) of focus in this Schoolwide Plan. | | | | | | | | Reading/Language Arts  Math  Other  (Specify)\_MTSS-B, Dropout Prevention, Science, College to Career\_\_ | | | | |
| School Principal Name: | | | | Daniel Kirchhevel | | | | | | | | |
| School Principal Email Address: | | | | Daniel.Kirchhevel@ops.org | | | | | | | | |
| School Mailing Address: | | | | 5625 N 28th Ave  Omaha, NE 68111 | | | | | | | | |
| School Phone Number: | | | | 531-299-1820 | | | | | | | | |
| Additional Authorized Contact Person (Optional): | | | | Alyssa Cohen | | | | | | | | |
| Email of Additional Contact Person: | | | | Alyssa.Cohen@ops.org | | | | | | | | |
| Superintendent Name: | | | | Matthew Ray | | | | | | | | |
| Superintendent Email Address: | | | | Matthew.Ray@ops.org | | | | | | | | |
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| Confirm all Instructional Paras are Highly Qualified according to ESSA. | | | | | | | | | | | | Yes  No |
| The Schoolwide Plan is available to the School, Staff, Parents, and the Public. | | | | | | | | | | | | Yes  No |
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| Names of Planning Team  *(include staff, parents & at least one student if Secondary School)* | | | | | | | Titles of those on Planning Team | | | | | |
| Daniel Kirchhevel  Caitlyn Clemmons  Jessica Puga  Jordyn McGee  Myra Hudson  Karolyn Roby  Alyssa Cohen  Charity Mountain | | | | | | | Parent  Administrator  Principal  Counselor  Social Worker  Teacher  Teacher  TLC Supervisor  Instructional Facilitator  Parent | | | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | | | | |
| Enrollment: 410 | Average Class Size: 21 | | | | | Number of Certified Instruction Staff: 26 | | | | | | |
| Race and Ethnicity Percentages | | | | | | | | | | | | |
| White: 10 % | | | Hispanic: 19 % | | | | | | | Asian: 2.2 % | | |
| Black/African American: 56.6 % | | | | | American Indian/Alaskan Native: 0.2 % | | | | | | | |
| Native Hawaiian or Other Pacific Islander: 0.5 % | | | | | | | | | Two or More Races: 11.5 % | | | |
| Other Demographics Percentages *(may be found on NEP* <https://nep.education.ne.gov/>*)* | | | | | | | | | | | | |
| Poverty: 86 % | | English Learner: 12.7 % | | | | | | | | | Mobility: 11.05 % | |

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| Assessments used in the Comprehensive Needs Assessment  (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
| NSCAS | NWEA-MAP |
| InView | Amira |
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*Please write a narrative in each box below to correspond to the Rating Rubric.*

*Upload PDF documentation in corresponding folder onto NDE “Landing Page” within Microsoft/SharePoint to support the narrative.*

**1. Comprehensive Needs Assessment**

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| **1.1** | *Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.* |
| Student Achievement data was examined from multiple sources:  1. Beginning/Mid-Year and Spring MAP Data Grades K-5  2. NSCAS Grades 3-5 (Reading, Math, Science-5th grade only)  3. InView aptitude test Grade 2  4. Amira  5. District Wide Common Math, Science, and English Language Arts Assessments  Other data was also examined from the following sources:  1. Miller Park Climate Survey (Student, Parent, and Staff results)  2. Suspension Data (Grades K-5  3. Demographic Data (Grades K-5)  4. Attendance Data  5. Tier 1 & 2 Behavioral Data  Student data was disaggregated by subgroups and used to make informed, instructional decisions, with an  emphasis on meeting the educational needs of all learners, especially students preformatting at risk in academic/behavioral areas.  Annual data points are collected and reviewed with the School Improvement Team. The team utilizes this data to create school-wide goals, identify students for tutoring/intervention, supporting student assistant teams, and MTSS-B tier 1&2 goals. Staff are engaged in supporting these various learners in multiple forms of professional development, grade level meetings, and staff meetings.  Supporting documentaion for 1.1 is located in the attached document titled Miller Park Data Book 21-22, MAP Classroom Growth Outcomes, MAP Schoolwide Outcomes, 22-23 PD Schedule, 22-23 School Improvement Plan | |
| **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.* |
| The District Climate Survey and Principal Appraisal information was given to parents at Parent/Teacher Conferences. The survey is conducted online and the tiny URL and QR reader were provided to families for survey completion. Efforts in the plan to ensure that a significant number of parent/community surveys are returned and the data is used in the decision-making process.  In an effort to increase the participation the following strategies were implemented:  -Teachers personally invited parents to complete the survey during the first and third quarter conferences.  -Bi-lingual liaison was available to answer questions.  -Survey links were also sent home via the monthly school newsletter  Data from the Climate Survey is utilized to determine goals for the following school year.  Our school family room liaison and principal meet with our community partners to determine the needs of the school and how they can assist. Monthly morning meetings provide additional input from parents that help support changes that might need to be made. Our community partners allow us to offer various rewards to our students for academic success. They secure donations of over 200 backpacks for us to hand out at the beginning of the year full of school supplies. Partners support our students with hats, gloves, and coats for the Winter and food bags for the weekends as well. Additional partnerships provide students with books and adult readers. These entities provide valued information that supports the needs of the school.  In addition, Miller Park offers parents’ additional opportunities throughout the year to engage in conversations with administration at monthly "Donuts with the Principal" and Title 1 meetings.  (Supporting Documentation: 20-21 Miller Park Data Book - Climate survey included, Parent Voice QR Code, Donuts with Prinipal agenda and sign in | |
| **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.* |
| Miller Park Elementary’s School Improvement Plan was collaboratively developed by the leadership team, SIP committee members, as well as certified and classified staff. The document reports the existing improvement efforts that have been identified, as well as strategies and resources that are in place to meet the needs of the students we serve. The plan was established based upon previous student performance outcomes and a collective voice from the staff. Once the focus was established for all components, a professional development plan and schedule was drafted to ensure alignment to the plan’s goals. Professional development specific to the plan was provided to staff during grade level meetings, staff meeting, and PD days. District resources, curriculum supervisors, instructional facilitators, and coaches all took part in providing content for the professional development being delivered.  In addition, the leadership team and building support team provide continuous support and feedback to staff in the form of "coaching". Consistent coaching ensures best instructional practices and goals in the SIP are being implemented with fidelity to support student growth. The leadership team also partakes in “implementation walks.” This is a system designed to calibrate coaching and to gain evidence that the focused PD is being implemented effectively into classrooms. This process is a driver in what support and resources are needed moving forward.  (Supporting documentation: 22-23 School Imporvement Plan, 22-23 Coaching Schedules, Coaching Note, and  Teacher Obsrevation | |

**2. Schoolwide reform strategies**

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| **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.* |
| Multiple strategies based on scientific research are used to provide additional assistance to identified needs of targeted populations and individual students failing or at-risk of failing to make progress on standards, as well as student progressing towards proficient and advanced levels.  Miller Park teachers realize that differentiation is not a method of teaching. It is a mindset about students, and the flow of instruction in the classroom. Our goal in differentiating is about raising student achievement by meeting all students at their readiness level. As a district, we’ve learned that one size does not fit every child, so differentiated instruction is already built into the reading series and the math series. Our use of the balanced literacy model, correlated with block scheduling, allows our specialist to work with flexible, small groups of students.    Miller Park classroom teachers include differentiated instruction that is adjusted in content, process, product and/or environment, to create different learning experiences for our diverse population of students. The experiences reflect the readiness, interests, and/or learning profiles of our students. Our teachers use a range of instructional and management strategies such as: • Anchor charts • Graphic organizers • Varied leveled texts and supplementary materials (both fiction and nonfiction) • Tiered lessons • Small group instruction and remedial groups with support teachers •Technology support with Amira, iRead, Lexia Core 5, and Success Maker •Varied questioning strategies, encouraging higher levels of thinking • Pre/post assessment, checklists, portfolios, rubrics for progress  All teachers are expected to utilize the Academic Action Plan set forth by the district. This plan outlines the use of the gradual release of instruction, top ten procedures and routines and proven literacy strategies. In all professional development, lesson plan reviews and coaching visits the administration looks to incorporate the components of the district Academic Action Plan. Each quarter the leadership team and SIP committee evaluates the School Improvement Plan to determine if the topics for the upcoming quarter are still relevant to the needs of the school. Adjustments are made accordingly.  Our classroom teachers represent the first line of intervention and implementation of instruction matched to our students’ learning needs. The progress of all students is closely monitored. Data collected by classroom teacher is shared at grade level team meetings, so they can collaborate, plan strategies, interventions and additional instructional options with ESL, Special Education, Gifted and Talented, and support teachers. There is consistent use of best instructional practices and materials that are grounded in research.  Miller Park’s Student Improvement plan also includes strategies to address the needs of all children at Miller Park, but particularly the needs of low-achieving students and those students at-risk of not meeting the state standards. Additional strategies to support struggling learners include: • Additional Support with math and reading during tutoring • LLI reading intervention • Phonics Mastery Guide Support • IEP (Individual Education Plans) supported by resrouce teachers • SAT (student assistant team) support and interventions.  (Supporting documentation: OPS Best Instructional Practices Handbook, SAT Flowcharts (academic/behavioral), Tutoring data attendance, and EL Teacher schedule supporting ELL learners | |

**3. High quality and ongoing professional development**

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| **3.1** | *Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.* |
| The Miller Park Elementary professional development plan, in collaboration with the OPS Strategic Plan of Action, focuses on current best educational practices that strengthen the teaching skills of staff and are aligned with our school improvement plan, resulting in higher achievement for our students. Within the school environment, in-services are held in a variety of venues: staff meetings, grade level meetings, in-service days, conferences, and additional summer opportunities. District professional development is offered quarterly and during the summer for both grade level and schoolwide needs.  In the Fall, staff collaborated to critically view and analyze longitudinal MAP data by subgroups. Student data was disaggregated by subgroups and used to make informed, instructional decisions, with an emphasis on meeting the educational needs of historically underserved populations. Staff utilized the Miller Park Data Book to review MAP/NSCAS outcomes, ELPA21 scores, Behavior data, and Attendance Data. We found that there were two specific subgroups that were not making equitable growth. Specific students were targeted from each classroom and shared with the current classroom teacher. A focus was put in place to support the learners with these designations. During these meetings, schoolwide areas of improvements and strategies to support were identified.  A draft of Miller Park’s SIP plan was developed over the summer by the building's Instructional Leadership Team. The SIP plan was consistently revisited using the most recent data and reflection. Miller Park's Instructional Facilitator attends district Academic Data Representative meetings, where she gains additional ideas on how to effectively analyze and plan through the use of this data.  In addition, paraprofessional meetings are held to discuss pertinent topics and professional development. The focus of these trainings have centered around MTSS-B, supervision supports, and trainings to support small group instruction. Paraprofessionals meet the ESEA requirements and are included in professional development provided to other staff members as well as trainings provided specifically for them. In the fall, all paraprofessionals are provided with his/her schedule, duties, and responsibilities within a folder. The schoolwide plan is presented to them at this time and their input is sought. Miller Park paraprofessionals support the classroom teachers with instructional duties focusing 90% of their support on student instructional supports.  (Supporting Documentation: Coaching Note, Grade Level Meeting Agenda, PD/Staff Meeting Agenda, Sign In Sheet for staff meeting, Curriculum Day Offereing 65 page doc | |

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

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| **4.1** | *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.* |
| The Miller Park Student Handbook contains an updated School-Parent Compact for Learning. Every family is provided a digital copy at the Handbook at the start of the year. This compact is reviewed at the beginning of the school year and is shared with parents and family at the first Title One Parent Meeting. The compact addresses the on-going partnership for high student achievement. Each person’s responsibilities are carefully monitored by the staff. As new students enroll the administration team reviews the school handbook and parent compact with the parents and student during the intake meeting.  (Supporting Documentation: Miller Park 22-23 Handbook - refer to page 8, Donuts with Principal Meeting agenda and sign in | |
| **4.2** | *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.* |
| The Miller Park Title 1 Parent and Family Engagement Policy is located on p. 5 of the Student Handbook. This handbook is given to every student's family at the start of the school year. At conferences, a copy of the Parent and Family Engagement Policy is provided to parents/family members. Family feedback is sought after during this time. A Title 1 parent meeting was held on Tuesday, February 21st from 9:00-10:00am during our monthly Donuts with the Principal meeting. These monthly meetings provide a platform for parents and building administration to discuss upcoming events, parental involvement and pertinent information. At this meeting, parents were information that Miller Park is a Title 1 school, shared the requirements of Title 1, and the right of parents to be involved. The Parent and Family Engagement Policy and School-Parent Compact were reviewed. In addition, Spring conferences were used to allow parents to review and provide feedback on Miller Park’s Parent and Family Engagement Policy and the School-Parent Compact.  Supporting Documentation: Parent and Family Engagement Policy, Monthly Family Newsletter, and a Math/Science Title One Family Night invitation | |
| **4.3** | *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.* |
| The Title 1 parent meeting was held on Tuesday, February 21, 2023 from 9:00-10:00 during our monthly Donuts with the Principal meeting. These monthly meetings provide a platform for parents and building administration to discuss upcoming events, parental involvement and pertinent information. At this meeting, parents were information that Miller Park is a Title 1 school, shared the requirements of Title 1, and the right of parents to be involved. The Family Engagement Policy and School-Parent Compact were reviewed. In addition, Spring conferences were used to allow parents to review and provide feedback on Miller Park’s Parent and Family Engagement Policy and School-Parent Compact.  We utilize a variety of methods to engage parents in their child(ren)'s education and partner with us as we do so. In addition to monthly newsletters, we employ the use of School messenger, a tool allowing for phone calls, emails, and text messages to be pushed out to all families in English and Spanish. Parents have the opportunity to attend various family nights throughout the year. This year, family involvement opportunities included: Literacy Night, Math and Science Night, One-Book One-School, and various other activities/events that encourage parents to become involved in their child’s education.  Teachers are encouraged throughout the year to make phone calls, send notes home and e-mail parents with student’s progress. We also communicate through Take-Home folders which are sent home every Friday and contain newsletters, calendars, flyers, testing information, and student work. Teachers also utilize parent/teacher conferences as a time to report student’s strengths, areas of need, and student artifacts.  (Supporting Documentation: Donuts with Principal sign-in page, Monthly Newsletters, Title One Literacy FAmily Night Flyer | |

**5. Transition Plan**

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| **5.1** | *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).* |
| Miller Park Elementary hosts a Kindergarten Round Up annually to support families in the transition of their children into kindergarten. Parents are informed of this event via the monthly school newsletter, flyers, district notifications and social media posts. At Kindergarten Round Up, a powerpoint is presented that includes staff introductions, daily schedule information, transportation information, health information, ways to help prepare students at home, as well as an introduction to kindergarten expectation and tasks. This presentation is given by the principal, school nurse, kindergarten teachers, counselor, and social worker. During a portion of the meeting, incoming kindergarteners visit the kindergarten classrooms and complete and activity with the class. Parents visit the classrooms after the meeting is over. At Back to School Night in the fall, parents are given further expectations for kindergarten. In addition, during the last few weeks of the school year, pre-kindergarten students are invited to visit kindergarten classrooms during an event called "Move Up Day". This provides our students the opportunity to hear and learn about kindergarten, meet the teachers and ask questions about the next school year.  (Supporting Documentation: Kindergarten Round-up information/invite, Kindergarten Power Point from Round-up meeting, Signuature Page from kindergarten round-up | |
| **5.2** | *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).* |
| The school guidance counselor plans intentional lessons to help students transition from elementary to middle school. These plans include college and career awareness, as well as integration of vocational and technical education programs. Fifth graders develop a Personal Learning Plan during guidance which focuses on personal goal setting. The guidance counselor also plans lessons that focus on helping the students understand their personality and learning styles, and how this can help them be successful in middle school. The students also participate in "how to" lessons covering the following topics: how to open a combination lock, how to transition from class to class, how to get and stay organized, how to make new friends, and how to use an agenda to stay on top of homework and expectations.  Middle school counselors visit the current fifth grade students to share information and answer questions about scheduling, activities/clubs, sports, academic expectations, etc. that the students have about middle school. The students also meet with middle school counselors to register for classes for the upcoming school year.  In addition, families have opportunities to visit middle schools through the OPS middle school open house process. Flyers for the middle school summer transition program are handed out to parents of students at Spring Parent Teacher Conferences. District AIF forms are completed in the spring to provide middle school teachers background information on student progress and interests. Incoming middle school students are also invited to a Welcome Camp at the end of July to help ease the transition process.  (Supporting Documentation: Middle School Open House Calendar, Transition Lesson from School Counselor,  Next Level Learning and Welcome Camps dates/times | |

**6. Strategies to address areas of need**

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| **6.1** | *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.* |
| Academic support is one way that the amount and quality of learning time is increased during the school day. Paraprofessionals are staffed full time in our pre-kindergarten, kindergarten, and resource classrooms. An additional paraprofessional supports our 1st-5th grade classrooms as well. These paraprofessionals work with students both one-on-one and in small groups on academic skills. Our Completely Kids before & after school program also provides time and assistance to complete  homework. They also provide further educational enrichment opportunities that include multiple field trips and guest experiences in the areas of math, science technology, and engineering. In addition, we offer a before school tutoring program for our kindergarten through third grade students from November through March. Select Miller Park students also attend Next Level Learning (NLL), a summer school program, yearly. NLL is an extended learning opportunity for students in PK-5th grade. The program allows students to continue to work toward proficiency in the areas of Math and Reading while also providing enrichment activities. The program is fully staffed by current Omaha Public School teachers.  (Supporting Documentation: Next Level Learning LIst, Next Level Learning Student Break Down, Tutoring Attendance, Kids Can (after school program) Continuous Improvement Process Snap Shot Report | |

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

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| **7.1** | *Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)* |
| Miller Park Elementary is located in the Omaha Public School District and has a current population of 410 students. Of the population, 86% of our student are on free and reduced lunch. The racial composition of Miller Park is 56.6% Black/African American, 10% White, 11.5% Two or more races, 19% Hispanic, 2.2% Asian, and 0.2% American Indian/Alaskan Native. Miller Park is a schoolwide Title 1 school.  Miller Park Elementary received about $120,873 in Title 1 funds to support our Title 1 school. Title 1 salaries and fringe benefits are allocated to fund our full-time Instructional Facilitator. The money is allocated to instructional materials, paraprofessionals, technology upgrades, and professional development for staff. Before school tutoring is also funded via Title 1 in the areas of math and literacy.  At Miller Park all decisions are aligned to our School Improvement Plan (SIP) goals. The SIP plan encompasses goals in Reading, Math, Science, Behavior, and Attendance. The Title 1 budget assists in student achievement and provides support to students in the areas of reading and math. Budget allocation for academic areas are written within our School Improvement Plan.  Parental Involvement is a key component for student success. Miller Park makes great efforts to build a close relationship between home and school. Our families are highly involved and have had 15 years of 100% attendance at parent-teacher conferences. Informational materials such as the school newsletter, parent/teacher conferences and family nights (math/science and literacy) will continue to engage our families in meaningful activities to help children at home.  Our school sets high expectations for all students to succeed. The budget plan correlates with resources we need to maximize our potential in students and accomplish our achievement goals.  Supporting Documentation: | |