

# 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:	Miller Park Elementary
County District School Number:	28-0001-077
School Grade span:	Early Childhood - 5th
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:	Daniel Kirchhevel
School Principal Email Address:	daniel.kirchhevel@ops.org
School Mailing Address:	5625 N 28th Ave
School Phone Number:	402-457-5620
Additional Authorized Contact Person (Optional):	Calli.Shepherd@ops.org
Email of Additional Contact Person:	Calli.Shepherd@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>	<u>Titles of those on Planning Team</u>
<i>(include staff, parents &amp; at least one student if Secondary School)</i>	
Daniel Kirchhevel Erika Mardock Becky Jones Charity Mountain Ronald Wilkins Leah Weeks Calli Shepherd Morgan Johnson Myra Hudson Melissa Hodgeson	<u>Parent Administrator</u> Principal Counselor Nurse PAC Facilitator/Parent Assistant Principal TLC Supervisor Instructional Facilitator Teacher Teacher Teacher

<b>School Information</b>		
<i>(As of the last Friday in September)</i>		
Enrollment: 414	Average Class Size: 20	Number of Certified Instruction Staff: 26
Race and Ethnicity Percentages		
White: 14.5 %	Hispanic: 7.1 %	Asian: 2.3 %
Black/African American: 64.5 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 10.5 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 95.4 %	English Learner: 7.9 %	Mobility: 13.86 %

<b>Assessments used in the Comprehensive Needs Assessment</b>	
<i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	<b>NWEA-MAP</b>
<b>Fountas and Pinnell</b>	<b>Phonics Mastery Guides</b>
<b>InView</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>	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction. Provide supporting documentation in the corresponding folder.</i></p> <p>Student Achievement data was examined from multiple sources:</p> <ol style="list-style-type: none"> <li>1. Beginning/Mid-Year and Spring MAP Data Grades K-5</li> <li>2. NSCAS Grades 3-5 (Reading, Math, Science-5th grade only)</li> <li>3. InView aptitude test Grade 2</li> <li>4. Fountas &amp; Pinnell assessments Grades K-5</li> <li>5. District Wide Common Math, Science, and English Language Arts Assessments</li> </ol> <p>Other data was also examined from the following sources:</p> <ol style="list-style-type: none"> <li>1. Miller Park Climate Survey (Student, Parent, and Staff results)</li> <li>2. Suspension Data (Grades K-5)</li> <li>3. Demographic Data (Grades K-5)</li> </ol> <p>Student data was disaggregated by subgroups and used to make informed, instructional decisions, with emphasis on meeting the educational needs of historically underserved populations.</p> <p>(Supporting documentation for 1.1. is located in the attached document titled Miller Park Elementary Data Book 2018-19, MAP/NSCAS Data-pg 15-55, Climate Survey pg 9-10, Demographic Data pg 1-3, Discipline Data pg 6)</p>
<b>1.2</b>	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p> <p>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.</p> <p>In an effort to increase the participation the following strategies were implemented:</p> <ul style="list-style-type: none"> <li>-Teachers personally invited parents to complete the survey during the first and third quarter conferences.</li> <li>-Bi-lingual liaison was available to answer questions.</li> <li>-Survey links were also sent home via the monthly school newsletter</li> </ul> <p>Data from the Climate Survey is utilized to determine goals for the following school year.</p> <p>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</p>

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: 18-19 Miller Park Data Book

**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: 19-20 School Improvement Plan, 19-20 Coaching Schedules)

## 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.*

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 IXL software • 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 resource teachers • SAT (student assistant team) support and interventions.

(Supporting documentation: OPS Best Instructional Practices Handbook, SAT Flowcharts (academic/behavioral), tutoring information)

### 3. Qualifications of instructional paraprofessionals

<b>3.1</b>	<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>
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Paraprofessionals meet the ESSA requirements and are included in professional development provided to other staff members. Additionally, they have been provided training specifically designed for paraprofessionals by the district each semester. Paraprofessionals participate along with certified staff in a building professional development day twice a year.

Each paraprofessional is given a folder which includes schedules, duties, and responsibilities. The schoolwide plan is presented to them in the fall, where they have input on its contents. They discuss how they could best support the goals of the plan.

Miller Park paraprofessionals support the classroom teachers with instructional duties. At least 90% of their time is spent working with students. They work individually with students, as well as small groups. The appropriate use of paraprofessionals provides wonderful opportunities for differentiation of instruction and the individual attention that benefits all children. The remaining 10% of the time may be spent preparing, organizing, and providing supervision.

(Supporting documentation: Miller Park Staffing Report, Supervision Schedule, and HR letter)

## 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>This Omaha Public School district provides an action plan that includes a district-wide professional development plan to ensure all buildings are receiving the same information and implementing the same research based best practices. In folder 4.1 you will see the Miller Park School Improvement Plan. All professional development is aligned to enhance student performance on grade level content standards which are directly aligned with our state performance goals. Our leadership team meets weekly to reflect and review best practices for coaching and lesson planning to support classroom teachers.</p> <p>The leadership team at Miller Park 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, professional development is provided in the following ways: staff meetings, grade-level team meetings, in-service days, school improvement committees, and during summers. The leadership teams continual coaching cycle provides further feedback and and reflection to build upon teachers instructional practice.</p> <p>All professional development is aligned with our Student Improvement Plan. The areas of focus are determined by data collected from state assessments as well as the the Tier One Fidelity Data Checks. The area of focus for the 19-20 school year are learning targets and MTSS-A Tier One instructional components. A professional development plan is established to determine the effective timeline needed to deleiver PD in a purposeful manner. District Teaching and Learning Consultants (TLC's), literacy facilitators, and math coaches provided additional support and training as well. Teachers are encouraged to seek development opportunities for on-going growth and knowledge that will continue to increase student achievement.</p> <p>(Supporting documentation: 19-20 School Improvement Plan, Grade level agendas, Staff meeting agendas, and lesson plan checklist)</p>	

## 5. Strategies to increase parental and family engagement

<p><b>5.1</b></p>	<p><i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i></p>
<p>The Miller Park Student Handbook contains an updated School/Student/Parent Compact for Learning. This compact is reviewed at the beginning of the school year and is shared with parents and family at the first Title One "Donuts with the Principal" meeting in September. The compact addresses the on-going partnership for high student achievement. Each person's responsibilities are carefully monitored by the staff. Each child and parent signs a document acknowledging receipt of the handbook which is kept on file at the school. As new students enroll the administration team refers the the school handbook and parent compact with the parents and student during the intake meeting.</p> <p>(Supportitng documentation: Title One Parent Compact)</p>	
<p><b>5.2</b></p>	<p><i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i></p>

Parents and community members at Miller Park have on-going opportunities to contribute to the development and implementation of the school wide plan. Communication to families and the community is done in many different forms (i.e. Monthly Donuts with the Principal meetings, school newsletters, monthly calendars, fliers, and the school website).

(Supporting documentation: Parent and Family Engagement Policy and Parent Newsletters)

**5.3** *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.*

Miller Park's Title 1 Parental School Wide Involvement Policy meets Title 1 requirements and is reviewed and updated annually. This policy is distributed and shared with parents and is located in the student handbook. Miller Park offered a Title One meeting for parents on September 18th, 2019 in the PIRC (family engagement) room. Parents were informed about various activities and year-long opportunities for involvement.

Ongoing activities provide opportunities for parents to be involved in the education of their child(ren). Student Assistance Team meetings are held on before and/or after school to address student concerns noted by the parent and/or teacher. During these meetings, student's strengths, needs, and strategies to address the needs are identified.

Parents have the opportunity to attend various family nights throughout the year. Family involvement opportunities include: Reading Night, Donuts with the Principal, school carnival, Math and Science Night, and other events which encourage parents to become involved in their child's activities and 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 Thursday 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: Donut with the Principal agendas and Title One agenda with signature page)

**6. Transition Plan**

**6.1** *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). Provide supporting documentation in the corresponding folder.*

The school hosts a Kindergarten Round Up for current and potential Miller Park students. It is advertised in the school newsletter, a school based robo call, and through the district communication services. At the round up families are provided information about the school and provided lots of information and useful resources that will support student preparedness. The nurse provides the families with information pertaining immunizations and physicals. Children are invited into the classrooms to complete a fun activity with the kindergarten teachers. Parents are given a tour of the building, including the kindergarten classrooms.

Miller Park students going to Kindergarten from Early Childhood are also invited to attend Summer School in June to prepare them further for Fall. This opportunity exposes students to Kindergarten like days, focusing on academics as well as procedures and routines. Getting students ready for class all day without taking a nap can be hard for many and the Summer program allows them to experience a full day class setting.

(Supporting documentation: KDG round-up and early childhood enrollment forms/schedules)	
<b>6.2</b>	<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>Transition plans at Miller Park are implemented and evaluated by involved parties at a variety of grade levels. This plan includes college and career awareness, as well as integration of vocational and technical education programs. Guidance Counselors plan and teach lessons for all grade levels focusing on careers.</p> <p>Fifth graders take various steps in order to ease the transition into middle school. A few of the topics discussed are organizational skills and how to use a combination lock. Families are informed of Middle School Open Houses on the monthly calendar. At these open houses students can preview what a school is like, meet the administration and teachers, and get an overall feel for the school. After making a decision as to which school they will attend, those counselors come and speak with them about what to expect in a typical middle school day, what kinds of classes they will be taking, and what extra-curricular activities they might have to offer. The counselors then register the students for their classes and answer further questions.</p> <p>Orientation activities at Miller Park are used to familiarize new students and their families with the school and community. Orientation activities may include:</p> <ul style="list-style-type: none"> <li>• Tour of the building by administration or secretaries</li> <li>• Introduction to classroom and special area teachers</li> <li>• Receipt of the school handbook, district and building calendars, and any registration/health information needed by the family</li> </ul> <p>(Supporting documentation: GATE (gifted and talented) identification process/criteria and Middle School Flyer for Summer School opportunities)</p>	

**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>Miller Park summer school is an extended learning opportunity for students in PK-4th grade. This program allows students to continue to work toward proficiency in the areas of Math and Reading while also providing enrichment activities. Miller Park's summer school is fully staffed by current certified teachers and administrators.</p> <p>A variety of before and/or after school clubs are available for students to participate in. Clubs are staffed by Miller Park teachers. These clubs include intramural sports, Musicals, Talent Shows, Science clubs, and other various educational groups.</p> <p>The Leveled Literacy Intervention (LLI) program is utilized by all KDG, 1st, and 2nd grade teachers as well as resource and ESL teachers during the instructional day as well. This includes a book being sent home with each student each day. In addition, free books are given away to all students at each family event.</p> <p>Paraprofessionals are also staffed full time in our pre-kindergarten, kindergarten, and resource classrooms. These paraprofessionals work with students both one-on-one and in small groups on academic skills.</p> <p>Before school, twice a week, tutoring is offered for our students and is led by certified staff members at Miller Park. Targeted students who need additional educational opportunities to support math and reading were identified through NWEA-MAP assessment outcomes.</p>	

All of our certified staff members have become mentors for students through a program called Success Mentors. This partnership was established to increase the daily attendance of the students selected due to attending concerns. The staff members use non-instructional time to check-in daily with these individual students and provide support.

(Supporting documentation: Tutoring information and Summer School Application information)

## 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.*

Miller Park Elementary is located in the Omaha Public School District and has a current population of 414 students. Of the population, 95.4% of our student are on free and reduced lunch. The racial composition of Sherman is 64.5% Black/African American, 14.5% White, 10.5% Two or more races, 7.1% Hispanic, 2.3% Asian, and 1% American Indian/Alaskan Native. Miller Park is a schoolwide Title 1 school.

Miller Park Elementary received about \$202,605 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, Wellness, 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 12 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: 19-20 Miller Park Title One Budget)