# 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

<table>
<thead>
<tr>
<th>District Name:</th>
<th>Omaha Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Dist. No.:</td>
<td>28-0001</td>
</tr>
<tr>
<td>School Name:</td>
<td>Miller Park Elementary</td>
</tr>
<tr>
<td>County District School Number:</td>
<td>28-0001-077</td>
</tr>
<tr>
<td>School Grade span:</td>
<td>Early Childhood - 5th</td>
</tr>
<tr>
<td>Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Indicate subject area(s) of focus in this Schoolwide Plan.</td>
<td>☑ Reading/Language Arts ☑ Math ☐ Other (Specify)</td>
</tr>
<tr>
<td>School Principal Name:</td>
<td>Dr. Carrie Rath</td>
</tr>
<tr>
<td>School Principal Email Address:</td>
<td><a href="mailto:carrie.rath@ops.org">carrie.rath@ops.org</a></td>
</tr>
<tr>
<td>School Mailing Address:</td>
<td>5625 North 28th Avenue Omaha, NE 68111</td>
</tr>
<tr>
<td>School Phone Number:</td>
<td>402-557-5620</td>
</tr>
<tr>
<td>Additional Authorized Contact Person (Optional):</td>
<td>Amy Veit-Gordon</td>
</tr>
<tr>
<td>Email of Additional Contact Person:</td>
<td><a href="mailto:amy.veit-gordon@ops.org">amy.veit-gordon@ops.org</a></td>
</tr>
<tr>
<td>Superintendent Name:</td>
<td>Mr. Mark Evans</td>
</tr>
<tr>
<td>Superintendent Email Address:</td>
<td><a href="mailto:mark.evans@ops.org">mark.evans@ops.org</a></td>
</tr>
<tr>
<td>Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.</td>
<td>☑ Yes ☐ No</td>
</tr>
</tbody>
</table>
### Names of Planning Team

**(include staff, parents & at least one student if Secondary School)**

- Dominique Beverly
- Dr. Carrie Rath
- Amy Gordon
- Erika Mardock
- Mary Elliott
- Becky Whitelock
- Melissa Hodgson
- Marilyn McBride
- Becky Jones
- Calli Griess
- Charity Mountain
- Anica Gatson

### Titles of those on Planning Team

- Parent
- Principal
- Instructional Facilitator
- Counselor
- Teacher
- Teacher
- Teacher
- After School Program Director
- Nurse
- Resource Teacher
- PAC Facilitator/Parent
- Paraprofessional/Parent

### School Information

**(As of the last Friday in September)**

<table>
<thead>
<tr>
<th>Enrollment: 367</th>
<th>Average Class Size: 17.5</th>
<th>Number of Certified Instruction Staff: 34</th>
</tr>
</thead>
</table>

**Race and Ethnicity Percentages**

<table>
<thead>
<tr>
<th>White: 13.9 %</th>
<th>Hispanic: 10.9 %</th>
<th>Asian: 1.4 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American: 65.1 %</td>
<td>American Indian/Alaskan Native: 0.5 %</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander: 0 %</td>
<td>Two or More Races: 8.2 %</td>
<td></td>
</tr>
</tbody>
</table>

**Other Demographics Percentages**

<table>
<thead>
<tr>
<th>Poverty: 94 %</th>
<th>English Learner: 6.3 %</th>
<th>Mobility: 20.9 %</th>
</tr>
</thead>
</table>

### Assessments used in the Comprehensive Needs Assessment

*(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)*

- NeSA
- NWEA - MAP
- Acuity

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<th>NWEA - MAP</th>
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</thead>
<tbody>
<tr>
<td>Acuity</td>
<td></td>
</tr>
</tbody>
</table>

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**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.
The Academic Data Representative at Miller Park attends monthly meetings at the district Research office to be trained on how to read, interpret and use data to inform instruction. The information is then taken back to the teachers to be disseminated at grade level meetings, faculty meetings or outside school hour work sessions.

The district Research offices provides all schools with a data book filled with test scores, attendance data, mobility data and survey data for their school. They also provide a data workbook, which is in the folder 1.1. This workbook includes many types of worksheets for the entire staff to help buildings flesh out the school and student data and the results give administration and teachers a focused perspective on their school and classes respectively. A few examples of reports used regarding acuity are also provided in the evidence folder. These are used by all teachers in grades 3 - 5 after taking the fall Pre-Screen Acuity test and after taking the winter Mid-Year Acuity test. In the fall the reports help teachers to categorize their students into three groups, in the winter teachers look at each student’s growth from the fall. Since the Acuity test is a predictor of how a student will perform on the NeSA test we feel that analyzing the data from these tests is beneficial to adjusting teaching before the statewide assessment.

At the beginning of the year 3rd - 5th teachers are provided with a data spreadsheet (example in folder) which outlines each of their students’ previous testing history, given to them by the Academic Data Representative. This data allows teachers to be able to group students by ability for the beginning of the year small group teaching. Students in grades 3rd - 5th take the Math and Reading Pre-Screen Acuity test in September of each school year. The results of this test, combined with their official NeSA score from the previous year are used to manipulate small group configurations by ability levels. The students’ abilities are continuously retested through Acuity instructional resources which are used in the classroom. As student’s master certain concepts the teacher can assign different instructional resources for them to complete. Monitoring of the Acuity program allows teachers to track what concepts their students are mastering or struggling with. In February students take a midyear Acuity test to again determine if they mastered the concepts that will be on the state NeSA test. By taking this in early February teachers are able to use the remaining time before NeSA testing to target the concepts which their students are still struggling with.

Similarly students in grade 2 are administered the MAP test three times throughout the year. The teachers use the results to identify the concepts with which their students struggle in the areas of reading and math. Teachers then adjust their teaching and groups throughout the year to target the concepts for which the students need help. These tests also are used by the teachers to identify students on the bubble of passing statewide tests.

Students who are identified as in need are placed with a paraprofessional during reading or math to receive additional support in the areas identified by the teacher.

Our school is also in the process of training all K - 3rd grade teachers in the LLI reading intervention process. Of 12 teachers we have had 9 trained this year and the remaining 3 will be trained during the summer. Each trained teacher has identified 3-5 students in their classrooms who will receive the LLI interventions. This process began in January of 2017 thus there is no data yet to determine our success. The teachers are confident that the interventions are making a difference.

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.

Through bi-monthly parent meetings with the principal, meetings held with the PTA and surveys conducted by the district we have gained information that assists administration in making needed changes in our school. A flyer for our morning Donuts with the Principal is included. We have found that parents are very willing to casually drop by in the mornings when they are bringing their students to school. They have been vocal in
letting the Principal know when they are pleased with things in the school or when there is a concern or they need clarification. Surveys that are given are developed by the district and administered online by the district. The data gathered is then included in the data book given to schools in the fall of each school year. From these meetings combined with other data the decision was made to reallocate how awards were given to students for academic successes. The adjustments made allow for more student's accomplishments to be recognized rather than just those at the very top.

Another community partner, P4K, has had numerous information gathering meetings with the principal to determine in what way is it best to recognize student successes. From these meetings changes in the criteria for quarterly academic and attendance rewards will be studies and given an update. Students will remain being held to high standards academically and personally. Students will be accountable quarterly for goals created by their teacher and themselves. Personal growth will be the focus for our students.

Our family room liaison and principal also meet with our community partners to determine the needs of the school with which the partners can assist. The parents voice opinions at the bi-monthly morning meetings that assist the principal in changes that may need to be made. Our community partners allow us to offer various rewards to our students for academic successes, they secure donations of over 150 backpacks for us to hand out at the beginning of the year, they help us meet the basic needs of our students by providing winter outerwear for those in need and food bags for the weekends for many of our families. Our community partners understand that by helping provide students with basic needs the students are better equipped to succeed in school.

The district sends out an electronic survey to all families with email addresses. The survey is a principal appraisal as well as a climate survey to gauge parent opinion of the school. If a parent does not have an email address or would rather fill it out on paper there are surveys available to them at conference time in English or Spanish. These are located in the folder. The responses are submitted into a lock box which the district retrieves, thus ensuring anonymity for those responding.

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

Our School Improvement Plan (SIP) was developed with the understanding that it would change to meet the needs of our students, staff and school community. The plan, which continuously reads as a draft, was created at the beginning of the year based upon a summer staff workshop along with data from the previous year. At the summer workshop the staff identified various topics they believed should be covered throughout the year. These topics were studied, debated and voted upon. Those that were found to be most needed and/or wanted were included in the SIP. As the year progresses the SIP is revisited each month to determine if the next month's focus is adequate to meet the immediate needs of the school or needs to be adjusted. Throughout the year the plan was revised to fulfill the needs of the staff and students.

Teachers are coached throughout the year using the Kathy Kennedy model for coaching. A description of what goes on in a five minute coaching feedback is included in the folder. The administrative team consisting of the principal and the school support liaison work to visit every teacher in a two week cycle. District supervisors also perform some coaching visits for us. These visits are in addition to the visits made by the principal to teachers who are on their formal appraisal year. In these coaching visits the observer is looking for a best practice that the teacher is utilizing from our district’s Best Instructional Practices Handbook. The observer is also looking for a missed opportunity for the teacher to grow in her instruction or classroom management. The visits are logged into a district wide coaching tool that tracks the data for the administrative team to analyze. This tools allows us to see if teachers are not being coached, if we are seeing a common concern across the school or a grade level and then to change our School Improvement Plan professional development accordingly.
In an effort to recognize our students for positive behaviors we have expanded our current "Positive Paws" program. Previously there was a drawing held once a week to recognize students caught doing the right thing or something especially great. The students were given a positive paw marking the behavior - respect, trustworthiness, fairness, caring, citizenship, responsibility - that they were seen exhibiting. The student then puts their paw in a bin to be randomly drawn once a week on the morning Simba TV show for a prize. This year we have expanded it to everyday so that the students are thinking about doing the right thing each and every day. Each morning the Simba TV crews draws 5 names of students, and lets everyone know exactly what earned them that paw. They then receive a pencil, eraser or some other small gift.

A second program that was started this year, in our ongoing quest to recognize the positive, is Principal’s All Stars. The principal rewards two students each week that came to school everyday and exhibited excellent behaviors in the classroom, hallways, recess, lunchroom and any other area of the school. Their names are broadcast by the principal in her end of the day announcement, then at the end of the month the winners enjoy a pizza lunch with the her. They also have their picture taken, mounted on a star and are posted on the bulletin board by the cafeteria for all to see.

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. |

Strategies used to target students at risk of not meeting state academic standards include computer programs, proven to advance student’s skill levels, within the classroom, a tutoring program for grades K-5, in-class small grouping based upon academic levels, school day pull outs with students identified as needing extra academic support and students with IEP’s are serviced through the special education staff. The students in the tutoring program and those serviced through the school day pull outs are monitored by the teachers and the administration, then teachers and administration determine if the extra effort is having an effect on their academic progress. Students with IEP’s are monitored quarterly to determine if they are meeting the goals set forth on their IEP. Within the after school program academics are a daily part of the routine.

The tutoring program operates three days a week for either one hour before (grades 3, 4, 5) or one hour after (grades K, 1, 2) school. The program utilizes a Strategic Tutoring Program model where teachers are not just offering help with homework, but targeting those core skills in how to learn more effectively. Each student’s needs are addressed individually. The classes are limited to approximately eight students so that teachers can give the one on one attention these students need. The information page and sign up sheet are included in the folder.

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 administration 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.
3. Qualifications of instructional paraprofessionals

3.1 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.

The district has verified that all paraprofessionals are highly qualified. They are required to participate in the district professional development which is offered each semester. All certified staff members and paraprofessionals participate in cultural proficiency meetings and professional development. Paraprofessionals participate along with certified staff in a building professional development day twice a year.

4. High quality and ongoing professional development

4.1 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.

Each month administration offers professional development for the entire staff through grade level meetings and/or faculty meetings. There are also working meetings held after school hours to work with data and prepare lessons for instruction with the teachers who administer statewide tests. The PD relates to our School Improvement Plan. The administration, building teachers, district supervisors and outside sources are used to deliver the professional development to the staff. The administration perform coaching visits with each teacher using a "5 minute feedback" model designed by Kathy Kennedy; an outline of which is included in the folder. Over the past year the staff has focused on checks for understanding and developing kid friendly learning targets. As a building we have participated in two snap-shots of our building. In these snapshots supervisors, specialists and coaches from the district office come to the building to observe every classroom. We changed a few of the "observables" from the fall to spring visits. The data gathered is combined into a building wide report to see where, as a school, we are at regarding various best practices. A template of the data gathering tool is included in the folder as well as the school wide results.

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.

At a School Improvement Plan meeting in January the school parent compact was reviewed and voted to remain the same as the previous year. The compact being included in our school handbook was a new change this year. At the beginning of the year when teachers discuss the components of the handbook with students they point out the compact and discuss it’s contents. As new students enroll at Miller Park the administration refers to the handbook and the parent compact with the students and their parents during the intake meeting. In the evidence folder there is a sign-in sheet from the parental meeting held to discuss the compact. Items are also discussed at the principals bi-monthly meeting with parents held in the mornings as parents drop off their students.
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.

At a School Improvement Plan meeting in January the parent and family engagement policy was reviewed. It was decided to keep it the same as the previous year with updates to the activities offered. Previous activities were discussed and their educational value, level of student enthusiasm, and amount of parent participation was determined of each activity. Many activities were carried over into the new plan and tweaks to those activities were discussed. The policy is included in our Student Handbook as well.

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.

A Title 1 parent meeting was held at Miller Park after school in January 2017. Parents were invited by personal verbal invitations from administration. The administration also solicited opinions from parents at the bi monthly "Donuts with the Principal" get togethers. In each monthly newsletter information regarding the donut get togethers and title one meetings were posted.

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.

The school hosts a Kindergarten Round Up for current and potential Miller Park students. It is advertised in the school newsletter and through the district communication services. At the round up families are given a tour of the Kindergarten classrooms and are able to speak with current Kindergarten teachers. Students work with Kindergarten teachers to see what activities take place in the classroom of a Kindergarten student.

Miller Park students going to Kindergarten from Early Childhood are also invited to attend the summer Jump Start program to prepare them for the fall. In the Jump Start program students are exposed 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 the full day class.

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.

Students and their families are invited to attend open houses at all twelve Omaha Public Middle Schools. At these open houses students can preview what the 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 to speak with them about what to expect in a typical middle school day, what kinds of classes they will be taking, what extra-curricular activities they may enjoy and to answer any questions that students may have. The counselors come back to personally register the students for their classes and answer any more questions they may have.

At Miller Park the administrators, both previously having taught in middle school, talk with students to dispel apprehensions, inform them of the importance of testing to their ability and let them know what to expect in
Middle School. The 5th grade classes begin using combination locks on their lockers second semester to prepare them for having to do so in middle school, which is often a big anxiety for them. 5th grade teachers prepare students by ensuring a rigorous curriculum and work to have all students experience success in the classroom. Students are given opportunities to be leaders in the classroom and the school community.

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.

na

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.

na

7. Strategies to address areas of need

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.

Throughout the day the school utilizes various paraprofessional and specialist teachers to extend learning for those students most in need. Classroom teachers identify the students that do not receive Special Education services to be targeted for our pull out assistance. The classroom teacher decides what the specialist teacher or paraprofessional will be working on with the students. Those in charge of the pull outs are our classroom paraprofessional along with our art teacher when she has an open block of time. Our art teacher’s schedule as well as our paraprofessional schedule is in the folder.

In addition to teaching his physical education courses a portion of our PE teacher’s week includes mentoring students who are in need of social skills, behavior management, or need an incentive to come to the gym for successes they have in the classroom. A schedule with his mentoring times is included.

Use of Title 1 funds to support a technology teacher, which not all schools are afforded, made it possible for students in grades 4 and 5 to be allotted an extra technology time slot each ten day cycle to prepare for statewide testing this year. The technology teacher tailors lessons to concepts which the building has shown weaknesses on predictive assessments and previous statewide tests. This year the focus for our building was on data interpretation, reading graphs, vocabulary and text dependent analysis. The technology teacher also goes over statewide testing tools with the students to make sure they are prepared for what the test will be like. Her schedule of extra technology is included as well.

Our school offers summer school to the students who are in need academically. Using data and knowing their students teacher decide who is eligible for summer school services. Approximately 110 students attend our summer school.

Title 1 funds are also used to support the Literacy Night which we hold in the fall and the Math/Science night in the spring. These events are family nights which both include activities for the entire family. At both nights the families enjoyed a light meal and various activities. At Literacy Night everyone was able to take home a book

Due to NDE April 1st Updated: June 2016
and saw the library's new maker's space lab in action. At Math/Science Night students participated in many math games and were able to make their own stress balls.

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.

Materials and food for Math/Science and Literacy nights are paid for with the Title 1 funds. In addition our after duty hour working sessions for teachers to look at data and plan instruction were funded through Title 1. Subscriptions for various software programs which are proven to improve math and reading skills are paid for through Title 1 funding. These programs; IXL, RAZ Kids, Study Island, Spelling City and Starfall are used to supplement instruction in all grade levels.

Positions paid for through Title 1 include our technology teacher, academic paraprofessional, the paraprofessionals and teachers in Early Childhood Pre-K classrooms. A professional development conference opportunity for six teachers was funded through Title 1. Working sessions on data interpretation and time to prepare lessons for the teachers was an opportunity funded by Title 1.

Title 1 funds allow us to hire additional teachers for the summer school program. We utilize these teachers to target reading skills with the students most in need. These teachers work on phonics and reading interventions using the Leveled Literacy Intervention program in a pull out capacity. Students are able to focus on skills with their classroom teacher and in addition receive supplemental help during the day as well. In addition we also offer all grades level experience in the STEM lab that our school is fortunate to have. A teacher is hired as a dedicated Science teacher for the summer school program and the entire student body rotates through the lab, getting several chances to experience fun academic experiments.

### 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.

A community partnership, Partnership for Kids (P4K), provides classroom mentors to meet with students twice quarterly to set academic goals and follow up on those goals. These mentors are assigned to a classroom and get to know the students throughout the year and take a vested interest in the students meeting their goals and just in general how they are doing. These goals are part of the criteria for students earning the quarterly incentive. The criteria for earning the quarterly incentive is included in the folder.

Community partners, from the Diamond K Organization, visit our school weekly to read with our 1st grade students. These partners have the students read to them or they practice site words if the student is behind his or her classmates.

Two churches, one in the neighborhood and one from West Omaha, have adopted our first through third grade classrooms. In a program that started with our school and has grown to six other OPS schools allows for the volunteers to get to know the students as they loop with them through the three years. The parishes’ commit to donating 8 books a year to each of our 1st - 3rd grade students. The volunteers from the parish come each month to read the book with the students and spend some time discussing. This is a commitment of their time and money. Between the two parishes they spend approximately $4,500 on the books for everyone.
Another community partner helps the school obtain coats, hats, mittens and backpacks for our students who do not have these things. We find that when students do not have their basic needs met it is more difficult for them to be able to focus on their learning.

Other funding comes from our community partners which assists us in giving rewards to our students for academic successes. Students earn tickets for raising their test scores from pre-screen predictive tests to statewide tests. Tickets go into a drawing for various prizes including gift cards, food certificates, sports equipment, art supplies and others. Another reward paid for through community donations is a quarterly trip to the Amazing Pizza Machine. Students who meet the academic, attendance and behavior criteria are eligible to attend the quarterly event. The criteria is included in the folder.

We utilize community resources by having Fontenelle Forest come into our classrooms, we are able to have each grade level participate in some form of theater through The Rose, College of St. Mary visits our 5th grade classrooms to perform Science experiments, the Douglas County Extension office works with several of our classrooms on various topics throughout the year. Most recently Rusty Lord, local weather man, visited the 5th grade while they were working on their weather unit.

Our school also participates in a "school night" at the Popeye’s restaurant near us. The school receives 10% of the stores profits one night a month. We advertise this through our newsletter and flyer that go home on the night or. This money is used for classroom opportunities for our students. Such opportunities include having the county extension office visit classrooms and purchase of eggs to watch hatch and Fontenelle Forest representatives and College of Saint Mary students coming for Science activities.

Every school in the district receives Sherwood Foundation funds to support experiences for students. With these funds we are able to have each grade level participate in Rose Theater activities, SAC museum activities and Fontenelle Forest activities. We also are able to pay for bus costs when our students attend field trips away from school.