

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:		Nathan Hale Magnet Middle School
County District School Number:		28-0001-023
Building Grade Span Served with Title I-A Funds:		6-8
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>		<input type="checkbox"/> Yes <input checked="" 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) _Attendance and Behavior_
School Principal Name:		Christopher Humphries
School Principal Email Address:		christopher.humphries@ops.org
School Mailing Address:		6143 Whitmore Street Omaha, NE 68152-2260
School Phone Number:		(531)299-2360
Additional Authorized Contact Person (Optional):		Nisha Davis
Email of Additional Contact Person:		nisha.davis@ops.org
Superintendent Name:		Dr. Cheryl Logan
Superintendent Email Address:		cheryl.logan@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> (include staff, <i>parents</i> & at least <i>one student if Secondary School</i>)	<u>Titles of those on Planning Team</u>
Elizabeth Bennet	<u>Parent</u>
Christopher Humphries	<u>Administrator</u>
Nisha Davis	Title I Facilitator
Andrew Samson	Instructional Facilitator
Teresa Carlson	Teacher
Aiden Edwards	Student
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information (As of the last Friday in September)		
Enrollment: 670	Average Class Size: 25	Number of Certified Instruction Staff: 43
Race and Ethnicity Percentages		
White: 14 %	Hispanic: 11 %	Asian: 28 %
Black/African American: 42 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: .1 %		Two or More Races: 5 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 90 %	English Learner: 12 %	Mobility: 16 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
20-21 NSCAS Math	13% Proficient
20-21 NSCAS ELA	18% Proficient
18-19 NSCAS Science	31% Proficient
MAP	Attendance 37% Not Chronic absenteeism

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

1.1	<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 curriculum, instruction and assessment decisions.</i>
This folder contains disaggregated data by subgroups including our ELL, Ethnicity, Gender, Poverty, and SPED subgroups. Our Nathan Hale School Improvement Plan lists professional development topics and timeframe to make instructional decisions to support these subgroups.	
1.2	<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>
In this folder, there is a copy of pages 11-12 from our Nathan Hale Data Book sharing our parent climate survey results. A copy of the 35 survey questions, and survey summary information and social indicators are included.	
1.3	<i>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.</i>
<p>Yearly, we update our School Improvement Plan to address areas of need to drive our best instructional practices. Throughout the year, we identify strategies, resources and interventions to meet Nathan Hale's goals and student needs. This folder contains the Nathan Hale School Improvement Plan and Professional Development calendar which outlines our yearlong professional development and meeting dates. Our school improvement plan focuses on the areas of English LA, Science, and Math with a focus on Learning Goals. It also focuses on student attendance and behaviors. By increasing daily attendance and minimizing behavior incidents, students will increase their time in class. The folder also contains the OPS Academic Action Plan. Our schoolwide attendance focus is called 'STRIVE FOR 95!' Documents include one of four attendance lessons that occur during advisement. The attendance team reviews 'STRIVE FOR 95 data each week, and staff discusses the data once a month in Teams meetings. Our schoolwide behavior initiative is called MTSS-B. Monthly we review data and discuss student behavior to reduce student time out of class. Photos include pictures of our Patriot Pledge that encompasses our four pillars for MTSS-B and positive affirmations of leadership and growth. Through exhibiting positive behavior students may earn Patriot Proclamations. There is also a photo of a Patriot Proclamations; what we give out to students to positively reinforce behavior. There are also testing calendars in this folder. We have done PD on Kagan strategies, and provided all teachers with books for their reference. Our Wellness goal focuses on increased participation in wellness activities. Throughout the year, there are challenges for the staff provided by the Employee Health Alliance which has a monthly focus and activities for staff to complete. For our student wellness piece, every Monday during advisement, students participate in Mindful Monday lessons. Teachers also use Mindfulness activities to assist students with transitioning into class after a large transition (back from lunch, safety drill, PE, etc). A copy of a weekly advisement calendar is included. Two days of the advisement week are dedicated to a MTSS-B lessons. The MTSS-B committee have written over 65 lesson plans to support student behavior.</p>	

2. Schoolwide reform strategies

2.1	<i>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.</i>
<p>This folder contains strategies to address the needs of all children in the school. A copy of our Nathan Hale School Improvement Plan is located in the folder. To assist us in determining if student needs are being met we use NWEA/MAP, and ELPA data reports. A copy of the Academic Action Plan and the OPS Best Instructional Practices Handbook allows for quality instruction. MTSS-B and STRIVE for 95 allows staff to meet student needs. The Instructional Leadership Team meets weekly where we identify needs of students and implement/review our plan of action. There is an MAP Accelerator challenge data form included. This initiative was started after reviewing Fall MAP data. District data showed that increased use of the MAP Accelerator tool increased student achievement. Our monthly classroom coaching schedule is included along with lesson plan review checklist, grading practices, and Administrative and faculty meeting agendas. Teachers work in PLCs during the week to review data and set SMART Goals for Tier 2 and Tier 3 Students. Summer school (Next Level Learning) and after school tutoring allows for extended learning opportunities for students needing additional support. Other programs that support student success include our DREAM after school program, Teammates mentors, THRIVE Club, and the Urban League. The Urban League of Omaha works with our students during the day to increase attendance. Our students work with UNO in collaboration with the Service-Learning Program. Our students are able to participate in college tours to Metro Community College, UNO, and UNL. We have a part time Methodist Community Counselor, a full-time social worker, and two full time guidance counselors at Nathan Hale. In addition, our students benefit from the backpack program (Patty's Pantry) supplying students with food for the weekend and the Vision Mobile provides vision screening and eyeglasses for students in need. This year, the United Way provided personal care boxes for our students as well.</p>	

3. High quality and ongoing professional development

3.1	<i>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.</i>
<p>This folder contains our Nathan Hale professional development calendar. All of our data drives our PD calendar. Learning goals have been a focus for us when completing coaching visits. Feedback is left for teachers. Also, when completing lesson plan reviews, learning goals are checked among other lesson plan components. Lesson plans are checked in conjunction with monthly coaching by administrators. The topics and calendar are included for the SILN District Professional Development that the Nathan Hale Administrative Team attends. The Nathan Hale instructional coaching calendar is included. On the scoring rubric learning goals is a category. There are also documents we use when coaching and observing classrooms. Examples of PLC documents are also included as we introduced PLCs to staff in the fall and have engaged in weekly meetings and PD in their Teams on developing a strong PLC, its functions, and implementation. This year we introduced a staff book club and are reading fiction and non-fiction texts that expand our thinking on the experiences of our students and get a better understanding of cultural differences and trauma that our students may experience. We have read and discussed The Benefits Being an octopus and Bamboo People by Mitali Perkins. One of our staff members is Nationally Board Certified. All math and language arts teachers have received training in utilizing IXL. Many of our math teachers are involved with the MOEC math program that focuses on high yield strategies for instruction. Many of our staff members are involved with Minnesota Humanities.</p>	

4. Strategies to increase parent and family engagement

4.1	<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>This folder contains our Title I Literacy Night sign-in sheet. On this Title I Night, families arrived and were greeted by staff who explained our participation in Title I, the parent compact and engagement forms. They also shared the Title I PPT presentation with them and asked for any feedback on the documents. At other family engagement nights, families may stop by and review the parent compact and engagement form and give suggestions in addition to our year-end review. Students are also involved in the review. In the spring, it is also reviewed with students and staff for additional input. In the fall, the Title I facilitator reviews the parent compact with staff members. The Title I PPT is in this folder. The compact is included in our Student Handbook which is updated year to year. It is printed in the summer for the upcoming school year and is given to all students enrolled at the school.</p>	
4.2	<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>This folder contains our Title I Literacy Night sign-in sheet. On this Title I Night, families arrived and were greeted by staff who explained our participation in Title I, the parent compact and engagement forms. They also shared the Title I PPT presentation with them and asked for any feedback on the documents. At other family engagement nights, families may stop by and review the parent compact and engagement form and give suggestions in addition to our year-end review. Students are also involved in the review. In the spring, it is also reviewed with students and staff for additional input. In the fall, the Title I facilitator reviews the parent compact with staff members. The Title I PPT is in this folder. The Nathan Hale Parental Involvement Policy is included in our Student Handbook which is updated year to year. It is printed in the summer for the upcoming school year. All students receive a copy of the Student Handbook at the beginning of the school year. In the spring, students and staff are asked for recommendations of how to improve our Parent and Family Engagement Policy. At our family engagement nights, families may stop by and review our Parental Involvement Policy. Parents are frequently asked through our Parent Teacher organization and through our evening events what they would like to see. All family events are communicated through voice messaging, the Nathan Hale webpage, daily announcements, Facebook, Twitter, and flyers. At our family events, they are given activities to help their students at home such as dice with math games, books, flashcards, reading strategies, etc.</p>	
4.3	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>
<p>This folder contains our Title I Literacy Night sign-in sheet. On this Title I Night, families arrived and were greeted by staff who explained our participation in Title I, the parent compact and engagement forms. They also shared the Title I PPT presentation with them and asked for any feedback on the documents. At the other family nights, a table is set up for families to review our school compact and parent and family engagement policy. Families share valuable feedback at that time. Students are also involved in the review. In the spring, it is also reviewed with students and staff for additional input. The Title I PPT is in this folder. This folder contains an example of one of three family nights we host each year including sign in sheets. Our school has a high Karen/Kareni/Nepalese population. We have one interpreter that we utilize for our conferences and family events.</p>	

5. Transition Plan

5.1	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
<p>A recruitment open house takes place in January for incoming students. The district communicates school choice by zones with families which is included in the folder. A middle school registration calendar is included. Guidance counselors visit elementary schools. A copy of the articulation day schedule is also included. That is a day set aside to discuss transitions of students from one level to another. A jump start program is in place that takes place during the summer. The principal's opening letter, and orientation materials are sent to families during the summer. In order to get acclimated to Nathan Hale, our incoming 6th graders report one day earlier than our 7th and 8th graders.</p>	
5.2	<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).</i>
<p>In January, our area high schools have open houses for prospective students. The high schools visit each middle school to explain the registration process. This is captured in the Nathan Hale High School document. Middle schools send Secondary Academic Information(SAI) form for registration purposes. In addition, the honors class prerequisite guidelines are also in the folder. At the start of the year, the first day of high school only the incoming 9th graders report. There is also a schedule for the Articulation Day. That is a day set aside to discuss transitions of students from one level to another.</p>	

6. Strategies to address areas of need

6.1	<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.</i>
<p>This folder contains evidence of extended learning opportunities. Students receive extended learning opportunities through some of the programs that are offered at Nathan Hale. Our DREAM program offers after school tutoring where our staff members work to assist students. Other providers that participate through the DREAM program are UNO/Stem, Emerging Ladies Academy, Girl Scouts, NE Writer's Collaborative, NE Wildlife Rehab, Technology and Media-Enhanced Experiences, Rose Theaters, and Why Arts. Students participate in Next Level Learning (summer school) at Nathan Hale during the month of June and July for both summers of 2021 and 2022. Last year, staff collaborated and planned to identify students needing math support. After school tutoring is provided to students who are not in the after school program. THRIVE Club is made up of our ESL students with the majority being Karen/Kareni or Nepalese. Our THRIVE Club meets every Monday. Tutoring is offered through this program as well. Also, there are peer mentors through Northwest High School for our THRIVE students. Some of our students attend Girl's Inc. and Northstar where their after school programs supply tutoring, support attendance and academic achievement.</p>	