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:	Monroe Middle School
County District School Number:	28-0001-37
School Grade span:	6-8

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)_____
School Principal Name:	Tony Gunter
School Principal Email Address:	rios.gunter@ops.org
School Mailing Address:	5105 Bedford Ave
School Phone Number:	531-299-8314
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Matthew Ray
Superintendent Email Address:	Matthew.ray@ops.org

Confirm all Instructional Paras are Highly Qualified according to ESSA.	☒ Yes	☐ No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	☒ Yes	☐ No

Names of Planning Team *(include staff, parents & at least one student if Secondary School)*	Titles of those on Planning Team
Nichole Peterson Tony Gunter Kenneth Cortum Nichole Kriegler Stephanie Vohdehnal Karina Loder Chris Peroux _____ _____ _____ _____ _____	Parent Administrator Principal Instructional Facilitator Dean Assistant Principal Counselor Teacher _____ _____ _____ _____ _____

School Information
(As of the last Friday in September)

Enrollment: 701	Average Class Size: 28	Number of Certified Instruction Staff: 34

Race and Ethnicity Percentages

White: 14.1 %	Hispanic: 20 %	Asian: 18.4 %
Black/African American: 39.9 %		American Indian/Alaskan Native: 1.1 %
Native Hawaiian or Other Pacific Islander: 0.4 %		Two or More Races: 6.1 %

Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*

Poverty: 85.7 %	English Learner: 18.7 %	Mobility: 9.4 %

Assessments used in the Comprehensive Needs Assessment *(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)*	
SCAS	
MAP	
Attendance Data	
Behavior Data	

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 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.*

NSCAS, MAP, and attendance data is used by Monroe Middle School staff to determine the needs of students that are failing or at risk of failing to meet State Academic Standards. Testing data provides teacher with methods of grouping students in small groups to provide differentiation of instruction. The data provides valuable information on what standards that students need more support through reteaching or by providing more practice. Disaggregated data is used to focus instruction in the areas that students have challenges. Teaching strategies are used that give the highest yield of gains in student achievement based on academic researcher. This would include gradual release of instruction, student engagement, academic discourse and Six Step Vocabulary as teaching strategies. Data is used to plan professional development for teachers and data is used by staff to guide teacher instruction. Attendance data is used to determine what other supports to provide students that will support student's attendance and disciplinary data. The Monroe attendance team meets to monitor the attendance of students. at 5, 10 and 15 absences. Interventions are put in place such as school mentors, transportation and others supports when a student hits milestone days of 5, 10 or 15 absences.
Folder includes Monroe's data book

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.*

Information from parents and community members are gathered during parent teacher conferences and 8th grade academic night. Parents are informed about Monroe's handbook, compact and parent policy. Parents are able to give their input to staff throughout the school year via email, in-person contact and through climate survey. The data collected is then used in the decision-making process when we create goals for our school improvement plan. All data is shared with all stakeholder groups. This process is done for climate surveys and principal surveys as well.
Folder includes Climate Survey of 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.*

During the month on June, our leadership team met with Mr. Gunter and looked at our most recent building data to analyze what steps are effective and any changes that may need to be changed to update our current school improvememt plan. Our school improvement plan addresses studnets' academic needs.
Monthly team leader meetings and department meetings are held to address studnets needs and academic improvement areas.
Folder includes CSI plan

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.*

There are multiple strategies that are used to address the needs of all students. First, the plan addresses best practices in instruction by using literacy strategies. Data is used by school staff to drive instructional needs. Students are assigned to reading, math, science, and language arts classes based on their academic performance in class and multiple data points. Students that score high in both areas are assigned to honors classes to ensure they are challenged. Students that are lower academically based on their grades and state test scores are given extra supports to get students back on grade level. Tutoring is offered after school for students that need extra academic support

Folder includes a blank SAT form

3. High quality and ongoing professional development

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.*

Professional development focuses on the district action plan. The action plan is designed to provide a road map for teachers as they learn the needs of students based on data. The student data gives a clear picture on what standards need to be focused on. This helps staff pick the instructional strategies that will give students the best academic gains. Professional development is done during in-service days and during staff meeting. Staff particpates in team building activities, analyze data to understand how instructional strategy is effective to students learning.

Folder includes PD sign-in sheets, agendas of PDs and SIP plan

4. Strategies to increase parent and family engagement

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 school-parent policy is placed in the handbook after leadership has reviewed and addressed any questions within the poilcy. Parents are explained and shown the policy during open house, parent teacher conferences and with Deans when student behaviors are addressed.

Folder includes Monroe's handbook including parent compact

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.*

Folder includes Monroe's handbook including Parent Engagement Policy

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.*

Folder includes Parent Meeting agenda and sign-in sheets.

5. Transition Plan

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).*

Students that are transferring into Monroe Middle School as 6th, 7th, and 8th graders are invited to our summer school program. This gives students an opportunity to get to know other students, become acquainted with our building, staff, and gives students a chance to begin their middle school academics. During the school year our school ambassadors transition new students by giving them a tour of the building and by helping them during their first few days of school. This helps students get to know their peers faster once the school year has started.
Folder includes powerpoint of Monroe orientation which counselors use as they present to elementary school about Monroe and what to expect.

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).*

Outgoing 8th graders going to high school are invited to go to the transition program that the high school of the choice offers. We also offer a leadership program for a small group of outgoing 8th graders through our after-school program through Collective for Youth. During the school year all students attend a career fair. Students also get a chance to attend a college fair at the school. These opportunities are designed to give students a chance to look at what are some of the program's schools offer and what are some of the job careers they can consider. Outgoing 8th graders are also given opportunities to visit a local college campuses. 8th Grade students attend Wayne State College.
Folder includes 8th grade timeline to inform studnets of their academic plan. Monroe College Bound Letter and Application for students to be able to attend college visits. PowerPoint for high school registration and orientation and a PowerPoints on High School Transition to give insight for studnets to undertand what to expect in high school.

6. Strategies to address areas of need

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.*

Students have a variety of opportunities for extended learning within and beyond the school day. There is tutoring offered by building teachers. Students can sign-up for our Collective for Youth program ran by the Urban League of Nebraska which offers a variety of after school opportunities from academics to enrichment. Students that are selected for Partnership for Kids practice goal setting, they are given a mentor, and they have career exploration opportunities. Students are given scholarship opportunities, financial aid opportunities and visits to college campus visits. Students that are selected for AIM Talent Search have an opportunity for career exploration, college preparation and personal development. Students are provided academic support in all programs
Folder includes Next Level summer school information and all of Monroe's academic school clubs offered for all students, P4K club, AIM Talent Search