

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:	Norris Middle School
County District School Number:	001
School Grade span:	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 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:	Dr. Carrie A. Carr
School Principal Email Address:	carrie.carr@ops.org
School Mailing Address:	2235 S. 46th St Omaha, NE. 68106
School Phone Number:	531-299-2500
Additional Authorized Contact Person (Optional):	Stacie Denning
Email of Additional Contact Person:	stacie.denning@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> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Brenda Cole Carrie Cole Blake Heybrock Andrew Cole Cheryl White Veronica Switzer Angie Evans Brandy Gatson Kendall Lewis Stacie Denning Giovanna Zermeno _____	<u>Parent Administrator</u> Title 1 Coordinator Student Teacher RASA Coordinator Teacher Teacher Teacher Assistant Principal Counselor _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 1151	Average Class Size: 24	Number of Certified Instruction Staff: 86
Race and Ethnicity Percentages		
White: 12 %	Hispanic: 77 %	Asian: .3 %
Black/African American: 7 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: .2 %		Two or More Races: 2.4 %
Other Demographics Percentages		
Poverty: 92 %	English Learner: 16 %	Mobility: 8.39 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	NSCAS
ELPA	NAEP

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	<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>Each year our school receives a data book (attachment: 17-18 Data Book) from our District Research Department which includes demographic and assessment data. The School Improvement Planning Team uses that data to generate school improvement goals for the following year (attachment: Norris Middle School 18-19 SIP). Using the goals, success criteria, and progress monitoring, a professional development calendar (attachment: 18-19 PD calendar) is generated featuring monthly professional development opportunities to analyze, interpret, and incorporate the data. The first structure of monthly professional development is a faculty workshop (attachment: November Faculty Meeting Sign-Up) which includes a variety of topics presented by teachers to their colleagues based on the needs of the School Improvement Plan. The second type of professional development is a monthly topic based on best instructional practices. An example would be the month of September which focused on Learning Goals (attachment: Learning Goals Presentation). Following the PD, staff then completed a peer observation while looking for the discussed strategy (attachment: Peer Observation Cohorts 18-19). The third type of professional development involves looking specifically at MAP (Measures of Academic Progress) data. Teachers complete growth reports on each of their classes and then use the growth reports to help their students set goals (attachments: . Then, teachers utilize student growth data to adjust instruction (attachments: DTI Whole Group, DTI Bookmark, LC Math Planning).</p>	
1.2	<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 attached Data Book includes the School Climate Survey which was administered to parents (pages 10-13). The survey includes items related to discipline, parent involvement, safety, equity and respect for diversity, and climate. 46 parents responded to the survey, which is administered by the District, last year. Additionally, our School Improvement Team includes a parent representative (sign-in from meeting included). Finally, our Norris Parent Advisory meets once per quarter. Our November meeting was held on November 13 and the sign-in and minutes are included.</p>	
1.3	<p><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>
<p>Please reference the attached School Improvement Plan. The plan identifies on-going improvement efforts that address students needs, as well as identifies success criteria, progress monitoring, and adjusting if needed. The Professional Development Calendar is also attached which includes dates and times for professional development listed in the School Improvement Plan.</p>	

2. Schoolwide reform strategies

2.1	<p><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>
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Norris Middle School participates in a School Improvement Planning process annually which involves reviewing qualitative and quantitative data from all stakeholders (students, staff, families, community) in order to identify areas of need. Following that data analysis, a plan is developed to meet the needs of the students. The plan is monitored and reviewed regularly through monthly data analysis, stakeholder feedback, and instructional coaching. Additionally, teachers, students, and families participate in the Student Assistance Team (SAT) process where areas of need for specific students are targeted, data monitored, and plans for success are put into place with a team collaboration.

3. Qualifications of instructional paraprofessionals

3.1	<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>
Norris Middle School has 135 staff members. 98 that are Certified and 37 which are classified. Of those 37, 12 of them are paras for classroom or office. All staff are hired through HR and meet designated qualifications. Para's attend trainings and PD throughout the year specifically geared toward them.	

4. High quality and ongoing professional development

4.1	<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>
The School Improvement Plan contains a plan for professional development based on goal-area needs. A professional development calendar is developed and the professional development activities executed to meet the needs of the plan based on data.	

5. Strategies to increase parental and family engagement

5.1	<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>
During Fall conferences in October, Parents were involved with the transition of One to One by engaging in information of expectations with the new iPads, Parents also had the opportunity to set up a parent portal on Infinite Campus to stay engaged in their students grades, coursework and attendance. Parents were provided the same opportunities during the Spring conferences as well.	
5.2	<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>
Parents were invited to a part of several iPad informational meetings throughout the fall as Norris transitioned to a One to One school. PTO meetings were held each quarter the first semester by our principal Dr. Carrie Carr. Second semester parent meetings became Coffee with the Principal during the school hours.	
5.3	<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>

Norris holds various family nights throughout the year. Family community night is an opportunity for families to engage in community resources and gain information. Reading night encourages families to participate in reading together. Science night allows for our students to show off their Science Fair projects along with families participating in interactive labs. Know Your Rights night will allow families of immigrants a chance to be informed of encouraged having more legal information.

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
<p>Norris Middle School provides on site Orientation and Registration for incoming 6th grade students. This takes place on April 4, 8 from 4 - 8 pm in our gym. We provide summer school for students who are incoming 6th grade, current 7th and 8th graders. All students registered for Summer School receive an orientation of Norris Middle school in the first week. Incoming students from other districts or OPS schools also receive a school orientation as they arrive to Norris. They meet with their Administrator and Counselor give the new students a tour of the school and help get them situated to their new environment.</p>	
6.2	<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). Provide supporting documentation in the corresponding folder.</i>
<p>Students who are transitioning into High School, Norris provides an orientation for students which took place on February 27th. High school representative came to Norris to speak with 8th grade students about opportunities at each High school. 8th grade students then took part in High school registration on March 6th. Students met with the Counselors of the Schools in which they would attend for the 19-20 school year to get sign up for classes. 8th grade students are also provided the opportunity to attend Summer School before entering High School the following year.</p>	

7. Strategies to address areas of need

7.1	<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. Provide supporting documentation in the corresponding folder.</i>
<p>Norris Middle School students have several opportunities to increase the amount of quality learning time beyond the instructional day. First, as a Verizon Innovative Learning School, students receive a data package outside of school with their 1:1 iPad device use. This access enables them to utilize a variety of instructional resources outside of school. Second, Norris Middle School can participate in after-school tutoring monitored by teachers and conducted by high school students in the areas of reading, math, science, and social studies. Norris Middle School also offers Summer School to incoming and current students. Students participate in coursework during the month of June in the areas of Reading, Math, Science, Social Studies, and Study Skills. In addition, two after school programs serve our students and provide support. The Redbird After School Academy, or RASA, under the umbrella of Completely Kids provides educational programming and homework help five days a week. Finally, Partnership for Kids provides mentoring and programming for students with the goal of college access beginning at the elementary level and following students through high school.</p>	

8. Coordination & integration of Federal, State and local services & programs

8.1	<i>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.</i>
<p>Norris Middle School's is supported by the district office in generating a school budget. Within the general budget, there is funding to support instructional needs. However, that amount is limited and must serve the entire school population.</p> <p>With a student population of nearly 1150, Title 1 funding is integral in enhancing our resources available for students. Each student has been provided an iPad as a part of the Verizon Innovative Learning Schools Grant. Our funding through Title 1 was able to help purchase keyboards so students would be able to type papers and notes using their devices. Additionally, classrooms have been provided with presentation technology through interactive promethean panels as a result of our Title 1 funding. A final example is our Title 1 Resource Room. Located on our second floor, this room provides supplemental resources, texts, classroom activities, and much more for our teachers to utilize to differentiate instruction with their students. We also offer Tutoring twice a week that is funded by Title 1 to meet the needs of our students and utilize our Community Partners, such as RASA and P4K for additional programming.</p>	