

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:		Bluestem Middle School
County District School Number:		28-0001
Building Grade Span Served with Title I-A Funds:		6, 7, and 8
Preschool program is supported with Title I funds. (Mark appropriate box)		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. (Mark appropriate box)		<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 checked="" type="checkbox"/> Other (Specify) _MTSS-B, Attendance, Literacy___
School Principal Name:		Brian Begley
School Principal Email Address:		Brian.Begley@ops.org
School Mailing Address:		Bluestem Middle School 5910 S. 42nd St. Omaha, NE. 68107
School Phone Number:		(531)299-0220
Additional Authorized Contact Person (Optional):		Mariana Cruz
Email of Additional Contact Person:		Mariana.Cruz@ops.org
Superintendent Name:		Matthew Ray
Superintendent Email Address:		matthew.ray@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, 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</i> if <i>Secondary School</i>)	<u>Titles of those on Planning Team</u>
Daryetta Edwards Brian Begley	<u>Parent Administrator</u>
Mariana Cruz Kristin Williamson Amy Stenger Georgia Eastman Alejandra Perez Kelli Eastman Chad Boling Kelsy Schmidt Kirayle Jones _____ _____	Administrator Teacher Teacher Student Student Parent Parent Teacher Teacher _____ _____

School Information		
(As of the last Friday in September)		
Enrollment: 885	Average Class Size: 26	Number of Certified Instruction Staff: 66
Race and Ethnicity Percentages		
White: 10 %	Hispanic: 73 %	Asian: .0011 %
Black/African American: 13 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0.0060 %		Two or More Races: 0.04 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 78.8 %	English Learner: 31.2 %	Mobility: %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	35% Proficient in ELA, 30% Proficient Math, 46% Proficient in Science
MAP	Reading Winter Mean RIT 204.6 and 206.7 Math Winter Mean RIT 209.2 and 212.8 Science Mean RIT 202.8 and 203.9
ELPA	15.6 % proficiency in 6th grade and 14.8% proficiency in 7th grade

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>
<p>Bluestem Middle School has been open for two years. This past summer of 2024, we hosted our first Next Level Learning. Aside from serving and opening with 6th and 7th grade, grade 8 was added on during this 2024 - 2025 school year, which has brought our enrollment to 885. The student body is composed of feeder schools Gateway Elementary, Ashland-Park Robbins Elementary, and Indian Hill Elementary school. The student body consists of 76.71% free and/or reduced lunch status, 23.10% in Special Education, and 22.92% with English Learner status per Bluestem projected demographic data.</p> <p>Student achievement data is examined from multiple sources of achievement data and used to make informed decisions on student needs and professional development. This data includes MAP from Fall, Winter, and Spring, NSCAS ELA and Math assessments, the ELPA assessment, attendance and behavioral data. Student data is disaggregated by subgroups and used to make instructional decisions. Additionally, instructional strategies are decided and used based on this data to meet the needs of all students. At this time, projected data provided by the Omaha Public Schools research department is being used for planning purposes.</p> <p>The SIP (School Improvement Plan) was developed this summer with staff based on stakeholder input, school data, and student needs. Goals will be determined in the areas of literacy, Math, Science, attendance, and behavior. Bluestem Middle School Schoolwide Plan will include several components that address a variety of school improvement initiatives.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none">- Bluestem Projected Data- **Data books for Indian Hill, Ashland-Park Robbins, and Gateway Elementary	
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>
<p>Every year, during Spring Conferences, parents are asked to complete an anonymous survey to gather input on how well the school is doing in the following areas: School climate, school safety, equity/respect for diversity, discipline, and parent involvement.</p> <p>These results are used to determine building perception of parents, students, and staff. Climate survey results will be used from Bluestem feeder schools: Gateway, Indian Hill, and Chandler View.</p>	

Families, students, and district leadership from around the district were a part of the naming process for Bluestem Middle School. The meetings were held in-person.

As Bluestem begins its first year, family input will be gathered during family events. Surveys, face-to-face conversations, and Principal Coffees will be used to obtain additional feedback from families to support their child's learning and needs.

Supporting Documentation:

- ***Data books from Gateway, Indian Hill, and Ashland Park Robbins with climate surveys
- *** Naming story
- Bluestem Family Tours

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.

The School Improvement Plan (SIP) will be developed over the summer once all staff has been assigned and approved by human resources. Once created, the plan will be reviewed throughout the year using school data and ongoing feedback. Goals will be determined across content areas as well as with attendance and behavioral data.

Bluestem Middle School's Improvement Plan will include several components that address a variety of school improvement initiatives. Staff Professional Development will be provided at grade level meetings, staff meetings, and Team collaboration days.

The district also provides professional development opportunities throughout the year. An example of professional development provided by the district is included. District Professional Development allows staff to select sessions that support learning and professional growth.

Data will also be collected from classroom coaching visits and the Secondary Support Team meetings. The team will collect data during coaching visits and calibrate afterwards to identify strengths and future professional development needs.

Another area of focus is a district-wide initiative to improve attendance at every building. The goal for each school is to reduce the absenteeism rate, so students only miss a maximum of 9 days per year. This initiative is Strive for 95% attendance. An Attendance Team will be developed at Bluestem and will include school administrators, counselors, social worker, families, and students. The goal of this team is to promote student attendance and reduce absenteeism. The team will meet on a bi-weekly basis, analyze the Attendance Dashboard, and identify students who are at-risk. The team will meet with students and families to provide resources or develop an attendance improvement plan. Home visits may be necessary to support family needs.

Supporting Documentation:

- District PD: Supporting Students with Autism
- Strive for 95%

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.

Students at-risk of not meeting academic standards will be given opportunities for additional support through:

- Attendance tracking: All student attendance data will be tracked and regularly reviewed. Individual contact is made daily with each student who is tardy/absent for the day. In addition, weekly attendance meetings are held with secretary, administration, and district personnel to identify barriers to student attendance. Meetings with families are held to find solutions to challenging circumstances and school supports (such as identifying transportation options, gas cards, daycares, etc.) are extended to families in need. In addition, good attendance will be regularly celebrated both individually and through classroom goals.

- Student Assistance Team meetings will be held on any child who is performing below grade level. The purpose of these meetings is to identify one to two specific interventions that can be implemented and monitored for success. These meetings will be held during team meetings.

- Tutoring (both in person and virtual) will be provided for students performing below grade level. Paper will provide all students at Bluestem the opportunity for free, online tutoring for a variety of subjects via the iPad until 11:00 P.M. each day.

- Collaboration with our after school program to offer continuation of classroom instruction and support.

- Routine coaching by the district and administrative staff will support teacher growth and use of best instructional practices to meet the needs of the students he/she serves.

Supporting Documentation:

- Sample Attendance Agenda
- SAT Interventions
- Paper Tutoring Information
- OPS Best Instructional Practices Handbook

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.

All instructional staff (certified and classified) will be provided ongoing professional development to increase student achievement. This PD will be a balance of district determined PD as well as building specific PD based on building needs. As a new school, the professional development plan and calendar will be created by the leadership team, based on the most current and relevant data from the students anticipated to be enrolled in the school. Grade level meetings will be held twice a month. The focus of these meetings is to analyze student data, plan for instruction and identify students who need additional support both in academics and behavior management.

Supporting Documentation:

- Bluestem Projected Data
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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>As a new school, a committee was formed that includes staff and parents. Survey data was reviewed to identify ways in which families and staff can work together to best support student needs and raise student achievement. An annual meeting was held to review the School-Parent Compact and to allow for parent input. The compact will include the role of the school, students and families. The compact will also be included in the Bluestem Middle School Handbook and available in English and Spanish. The student handbook will be distributed to all families at the beginning of the year. All handbooks are also available on the school website.</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>Parents and community members will have on-going opportunities to contribute jointly to the development and implementation and evaluation of the Title 1 Parent and Family Engagement policy. All family meetings and events are facilitated in English and Spanish to provide all the information in the languages spoken at Bluestem Middle School (See Title 1 Family Engagement Policy). An annual meeting was held to review the Title 1 Parent and Family Engagement Policy and to allow for parent input. The policy will also be included in the Bluestem Middle School Handbook and available in English and Spanish. The student handbook will be distributed to all families at the beginning of the year and families must sign off that they have reviewed and received the information. All handbooks are also available on the school website</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"> - Draft of Title I Parent and Family Compact 	
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>Parent coffee with the Principal will be held four times throughout the year. At this meeting, we will review the compact, policy, and discussed what it means for our new school to be a Title I School. Title I parent night for Bluestem will be held in the fall at our second Principal Coffee. In addition, we will meet and discuss Title I at PTO, Open House, and through communication such as blackboard, newsletters, and Principal Coffee meetings.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"> - Invite to Title I Meeting - Agenda - Sign-in sheet 	

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>Bluestem hosted our Next Level Learning and Jumpstart for students who were transitioning to Bluestem or were in need for additional academic supports. Bluestem will continue to plan and work with area feeder schools to coordinate with appropriate transition activities for all incoming Bluestem students.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"> - Next Level Learning site - confirmation 	

- Bluestem Family Tours	
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>Bluestem will coordinate with surrounding middle schools to provide students and families the opportunity to attend Open House at various middle school to assist with the selection process.</p> <p>The school counselor will communicate with other counselors at Elementary schools to set up visits for students who need additional opportunities to process the transition (specifically students with IEP's or 504 plans). Bluestem administration and counselors will work with feeder Elementary schools for tour and Q&A with students and staff. Lessons provided by school counselor to address concerns around the topics of making friends, managing time, decision making, lockers and scheduling.</p> <p>The school counselors will communicate with other counselors at feeder Elementary schools to set up visits for students who need additional opportunities to process the transition, specifically students with IEP's or 504 plans. OPS will provide an Articulation Day on April 17, 2023 to allow teacher and other certified staff to work together and discuss student transitions for the upcoming school year.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none"> - Middle school Open House schedule - Schedule of middle school enrollment visit 	

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>Students of Bluestem Middle will have numerous opportunities to participate in extended learning. Some of the anticipated opportunities include: -Coordination with our after school program. Staff from Bluestem Middle and our after school program will work collaboratively to support classroom learning goals so there is consistency throughout each student's day even after the typical school day has ended.</p> <p>-Tutoring and mentoring with a focus on academics and building relationships beyond the assigned classroom teacher. Tutoring and mentoring will be offered both in person and virtually, allowing more students to participate.</p> <p>-Paraprofessional staff providing a variety of academic and behavioral supports before school and throughout the school day.</p> <p>-Bluestem Middle will partner with numerous community supports for our students as well. Some of these supports include: TeamMates, UNO practicum students, area high school students.</p> <p>- As the schedule is developed, special considerations will be given for specific identified students to take extra Reading intervention classes, as needed.</p> <p>-Next Level Learning (summer school) will be provided for students identified as needing additional support. Priority is given to students that need remedial support. This includes students in special education or students performing below grade level. This program allows students to continue to work toward proficiency in the areas of Math and Reading.</p>	

- For 2024 and 2025 school year, we will hold our first transition activities for 8th graders as they will attend high school the following year. We will have students visit the high school and take lessons to assist with the transition.

Supporting Documentation:

- Daily schedule
- Paper tutoring documentation
- NLL site confirmation
- FTE allotment for paraprofessional staff

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1

Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)