

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:	Indian Hill Elementary School
County District School Number:	095
School Grade span:	Kindergarten-6th Grade
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)_Writing, Science, Climate & Wellness__
School Principal Name:	Robert Holzapfel
School Principal Email Address:	robert.holzapfel@ops.org
School Mailing Address:	3121 U Street, Omaha, NE 68107
School Phone Number:	531-299-1600
Additional Authorized Contact Person (Optional):	Jeanne Simmons- Assistant Principal
Email of Additional Contact Person:	jeanne.simmons@ops.org
Superintendent Name:	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>
Robert Holzapfel-Principal Jeanne Simmons -Assistant Principal Tara James- Title 1 Compliance Coordinator Erin Tuttle- Instructional Facilitator Matthew Timm-Math Coach Shari Johnson- Literacy Coach Whitney Galvan- Counselor Barbara Becker- Counselor Dany Duch-Social Worker Cindi Brown- Curriculum Supervisor _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	<u>Parent Administrator</u> Cheryl Layton _____ _____ _____ _____ _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 626	Average Class Size: 19	Number of Certified Instruction Staff: 57
Race and Ethnicity Percentages		
White: 6.1 %	Hispanic: 58.6 %	Asian: 0 %
Black/African American: 31.3 %	American Indian/Alaskan Native: 1.1 %	
Native Hawaiian or Other Pacific Islander: 0.3 %	Two or More Races: 2.6 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 95.4 %	English Learner: 43.5 %	Mobility: 11.7 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NWEA-MAP	
NSCAS	
ELPLA-21	

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>Throughout the school year, staff participate in grade level meetings which analyze, interpret and develop a plan of action which fit the needs of all students. Staff is first introduced to Indian Hill's yearly data report from the NWEA-MAP and NCSAS during the initial meeting with administrators at the start of the year. Staff and administration review and discuss building growth goals, SIP plan, as well as action plan in moving forward to continue to make gains in the academic areas of reading, math, science and writing. Additionally, growth goals on the schools improvement plan include that of climate, developing a collaborative school culture amongst staff, as well as in wellness, focused on nutrition, nutrition education and physical activity amongst students, families and staff.</p> <p>Grade level meetings are conducted twice a month, with the focus on professional development from the School Improvement Plan and analysis of NWEA-MAP data. During this process, staff collaborate, communicate, as well as utilize best instructional practices, to progress monitor data in all academic areas. During the data check points after the completion of the NWEA-MAP assessment conducted K-6 during the Fall, Winter, and Spring assessment, the instructional coaches focus on developing each students' skill set at their learning level. This focus on data analysis by staff allows staff to develop a deeper understanding of a students' developmental level of state standards and the specific areas that need additional support. Staff specifically utilize the data reports from the subject area assessments to develop their targets in moving forward in utilizing best practices to meet the needs of all students.</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>Within the third quarter, a parent survey is provided to parents on-line. This survey allows for parent input on Climate, Safety, Equity/Respect for Diversity, Discipline and Parent Involvement. This survey is provided to staff, students and parents yearly. The survey results are analyzed at the start of the academic year with staff, specifically addressing the needs of the building in each categorized area. The needs are then made a part of the growth goal in Indian Hill's School Improvement Plan.</p> <p>Additionally surveys provided at parent coffees gain parent input on providing math support to parents. The goal of this support is to develop math skills amongst families and parents, and students. Additionally, a</p>

<p>school attributes survey was given during a parent coffee, as well as provided to Indian Hill staff, focused on specific attributes in which parents and staff find valuable. These attributes are then utilized in aiding in the planning and implementation of MTSSB at Indian Hill. The school attributes survey was analyzed in developing an understanding of what 5 attributes out of the 10 listed were most valuable as defined and addressed with MTSSB team. The survey results concluded that respect, responsible, safety and goal oriented were of the highest attributes scored. From the focused attributes, Indian Hill MTSSB team developed Indian Hill's school wide expectations.</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>Throughout the school year, staff participate in grade level and staff meetings in which analyze, interpret and develop a plan of action in which fit the needs of all students. Staff are first introduced to Indian Hill's yearly data report from the NSCAS and NWEA-MAP assessments during the initial TEAM plan at the start of the year. Staff and administration review and discuss building growth goals, develop the SIP plan, to continue to grow and make gains in the academic areas of reading, math, science, and writing. Additionally, growth goals in the the School Improvement (SIP) include that of climate, developing a collaborative school culture amongst staff as well as in wellness, focused on wellness, nutrition education and physical activity amongst students, families and staff. During this process, staff collaborate communicate, as well as utilize best instructional practices, to progress monitor data and growth in all academic areas.</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>
<p>Indian Hill offers a variety of programs Kindergarten-6th grade that assist students whom are at risk of not meeting the challenges of state academic standards. Programs offered daily include Phonics Mastery Guides, Guided Reading, and LLI groups. Students are also exposed to on-site tutoring, mentoring through the Omaha Police Departments gang interventionist and Big Brothers/Big Sisters program various days throughout the week.</p> <p>Staff additionally develop a deeper understanding of student needs through the analysis of data reports from NWEA-MAP and NSCAS assessments and utilize best instructional practices to meet the needs of Indian Hill's diverse population of learners.</p> <p>Professional development is offered to all staff in the building, also documented in the School Improvement Plan, providing staff professional development opportunities which will enhance and strengthen their understanding of specific strategies.</p> <p>Grade level meetings additionally infuse staff to develop and plan quarterly progress monitoring of students in the academic areas who need further support.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<p><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></p>
<p>HR includes a letter verifying that all staff are highly qualified and that training is offered throughout the year for paraprofessionals.</p>	

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4. High quality and ongoing professional development

4.1	<p><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></p>
<p>Indian Hill continues to implement interventions that are applicable based on the school improvement plan. Specific to these interventions will be outlined below that assist in guiding Indian Hill's teams.</p> <p>Staff members are all a part of comprehensive team, each team has an appointed grade level leader to assist in the development of the SIP plan. Grade level leaders work together, with members of the leadership team in identifying specific best practices to further the development of grade levels to meet the needs of students. Teams meet and develop lessons together, deliver the lessons, and then meet again with student work to see where the areas of growth in the student learning are in the lesson. Teachers then brainstorm specific strategies that they will implement to meet these needs in their next lessons. These major components help develop the SIP TEAM and each member is a share decision maker. Each teacher is supported through weekly coaching visits in every classroom.</p> <p>The building leadership team continue to meet with grade level leaders and teams to monitor and develop ongoing progress monitoring of student data. The utilization of NWEA-MAP assessment was incorporated K-6, in place of Acuity assessments, given three times a year with the utilization of instructional tools. The incorporation of this adaptive assesement has altered our SIP plan to incorporate the data dialogue K-6. This anaylsis drives the needs of the student's development through best practices in classroom instruction. The collaboration of staff when looking at data is implemented during SIP planning, staff meetings, and grade level meetings.</p> <p>Staff have received training in reading the data of the NWEA assessment. Instructional resources are provided to students at their instructional level in the areas of reading, math and science. The NWEA-MAP assessment is given to all students, K-6, in reading, math and science. Professional development continues to encompass best instructional practices, infused with Learning Targets, ongoing progress monitoring, conversational strategies to help students understand at a deeper level, as well as reading, writing and math strategies.</p>	

5. Strategies to increase parental and family engagement

5.1	<p><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>
<p>Indian Hill's Parent Compact is located in the student handbook, as well as provided to parents and guardians at the start of each academic year. Parents are also welcome to attend a quarterly parent coffees, supporting parents in communication with their child, state assessment, speakers of interest, as well as Title 1.</p> <p>A parent group has been developed to involve parents in the building, aiding in activities that are developed in the classroom as well as providing supports with the school social worker, providing topics of interest and discussion of community resources.</p> <p>Additionally, to increase parental involvement and incorporate shared decisions with parents, a Parent Involvement Committee was formed and continues to be established to support and build parent home connections. In building collaboration amongst parents, a monthly newsletter is sent home which contains all vital information for the month in advance, in addition to connections are made by the school counselors and or school social worker to provide additional services to both students and families either within the school or providing outside agencies as resources. Further collaboration and connection is additionally met through</p>	

parent coffees with the principal. During this time community resources are brought into the building in support and building connections to outside agencies to parents through the bilingual liaison and/or social worker. A Health and Wellness Committee was additionally formed and implemented within the SIP Plan, focusing on Nutrition, Nutrition Education, Physical Activity and School Based Activities informing parents and students through announcements, in addition to providing information through newsletters.

5.2

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.

At the start of the year, an accountability team discussion with parents reviews Title 1 support within the building. Title 1 is additionally infused into the Parent Coffee at least one time at year at one of the quarterly parent coffees. Parents additionally have parent input within the parent survey provided to parents one time a year on the school climate/principal appraisal survey. This survey is utilized at the start of each year to guide and support in developing the SIP plan.

Quarterly parent meetings are held to support parents in incorporating opportunities to assist parents and families in topics related to state standards and assessment, relating to student's academic achievement. This format is also provided and translated in a language parents and family members can understand. A parent survey is provided to gain input on academic supports in math, as well as in attributes in which are valuable to parents to assist in the development of a school wide expectations through MTSS-B.

Additionally, to increase parental involvement and incorporate shared decisions with parents, a Parent Involvement Committee was formed and continues to be established to support and build parent home connections with the leadership team and social worker. In building collaboration amongst parents, a monthly newsletter is sent home which contains all vital information for the month in advance, in addition to connections are made by the school counselors and or school social worker to provide additional services to both students and families either within the school or providing outside agencies as resources.

5.3

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.

At the start of the academic school year, parents are invited to attend the parent meeting to discuss Title 1 at Indian Hill, as well as the support and explanation of what and how Title 1 is as a support to the school.

During one of the quarterly parent coffees offered to parents and guardians, Title 1 support, as well as explanation of the requirements of a Title 1 building are reviewed and discussed with parents in developing and providing a deeper understanding of supports and services received through Title 1.

6. Transition Plan

6.1

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). Provide supporting documentation in the corresponding folder.

Indian Hill is in connection with a supportive early childhood program, such as Head Start, Pre-School and Educare, all a part of the Omaha Public Schools. Connected to Indian Hill as a building, is one of the Omaha Public Schools Educare. Students within these programs are transitioned into the kindergarten program. During the 3rd quarter, we invite parents into the building for Kindergarten Roundup. During this time, parents receive information about Kindergarten, such as the schedule, expectations, as well as documentation of the school. Parents also go on a tour of the building and Kindergarten rooms, allowing their child to participate in a Kindergarten activity with the Kindergarten teachers. At this time, parents and leadership team converse and

answer questions in which they may have in regards to procedures, policies as well as structure of the academic day.	
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>The school counselors, in collaboration with the 4th, 5th, and 6th grade teachers, infuse a transition plan to develop a deeper understanding of college and career ready goals for Indian Hill students. Parents and select students of 4th, 5th and 6th grade take a college trip, offered at each semester, to a local college. In preparation of this event, the counselor supports and communicates intended needs and goals of the desired trip to assist in the understanding as what is available to students. On the college tour, students are provided with an abundance of information of the college, applications, as well as career choices that are available to students based on their needs as well as interests. Parents are welcome to attend to support their child, as well as additionally gain insight into community resources and aides available to support students in being college and career ready.</p> <p>Students who are in the 6th grade attend a tour of their middle school. Students are able to ask questions about their schedules, community resources, and instrumental or clubs throughout the academic year. During this time middle school administration, in collaboration with our school counselors, offer support to students with a question and answer session. During this time, data is provided to students to offer support to students with extra curricular activities, as well as support that are offered outside of the instructional day, such as tutoring, or additional committees that students can join.</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>The leadership team, staff and SIP committee construct the Indian Hill School Improvement Plan (SIP) at the start of the academic year. The plan was developed by reviewing and analyzing assessment data, climate survey results as well as academic support for both students and staff. The SIP plan supports the development and ongoing implementation of professional development in the classroom. Specifics to the ongoing professional development and best practice strategies are outlined in the SIP plan.</p> <p>Staff members are all a part of a comprehensive team, these teams have appointed grade level leaders, created in 2015, to assist in the development and creation of the SIP plan. Grade level leaders work together with members of the leadership team in identifying specific best practices to further advance the development of grade level standards to meet the needs of students and staff. Continued teamwork further develops and builds collaboration amongst building staff, students, and leadership in moving forward positively to build the academic and emotional supports of students at Indian Hill. These major components have aided in developing the SIP Team of becoming shared decision makers and specifically aligns to the district's action plan for raising student achievement.</p> <p>As part of Indian's Hill's plan to increase student achievement, specific programs are additionally offered to select students to further develop and build academic standards, as well as a higher cognitive development of specific concepts. These programs include Phonics Mastery Guides, LLI, and guided reading groups offered daily. Tutoring additionally is offered in small groups at least 2-3 times a week offering academic support in math, reading and writing. An additionally enhanced reading book club is offered to students in 5th and 6th grade by our librarian two times a week.</p>	

During the month of June, summer school is offered to a projected 125 students, extending the development of skills and state standards through the utilization of various whole and small group support. These skills are taught in various modalities, through the utilization of verbal and visual support to students, engaging students with best practices.

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

8.1

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.

Federal, State and local funds are utilized in a variety of ways, which are coordinated and integrated into academic support to meet the needs of students. Supports that are consistently put into place to increase academic achievement include providing classrooms with paraprofessional support, developing students' cognitive development in the specified skill area which is focused on state standards, in addition to a focused instructional support in academics skills.

Additional items, which are supported through, state, federal and local funds are instructional materials, which are utilized in the classroom or in small group instruction. Resources additionally support and develop a deeper understanding in offering further support and development in parent and child communication and support in a positive relationship through Title 1 Family Nights and Parent Coffees.

Tutoring is offered to enhance and increase student achievement in all academic areas, specifically focusing on the students' developmental level, increasing academic standards and skills with best practices to support the needs of all learners at their cognitive and language development.