

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
County District School Number:	28-0001-
Building Grade Span Served with Title I-A Funds:	K-6
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) <u>MTSS-B, Dropout Prevention, Science, College to Career</u>
School Principal Name:	Abbie Vlcek
School Principal Email Address:	abbie.vlcek@ops.org
School Mailing Address:	3121 U. Street
School Phone Number:	531-299-1600
Additional Authorized Contact Person (Optional):	Nicole Ausdemore
Email of Additional Contact Person:	Nicole.Ausdemore@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>
Ana Zavala	<u>Parent</u>
Abbie Vlcek	<u>Administrator</u>
Ian Rose	Administrator
Alexa Foreman	Counselor
Nicole Ausdemore	IF
Olivia Svehla	Social Worker
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information (As of the last Friday in September)		
Enrollment: 638	Average Class Size: 21.2	Number of Certified Instruction Staff: 44
Race and Ethnicity Percentages		
White: 4.1 %	Hispanic: 61.4 %	Asian: 0 %
Black/African American: 30.8 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 2.7 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 89.3 %	English Learner: 47.8 %	Mobility: 11.5 %

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

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>The Omaha Public Schools provides a large scale analysis of pertinent data to the development of the School Improvement Plan and Strategic Plan of Action. It includes data on achievement, mobility, poverty, demographics, attendance, behavior and growth. These data is analyzed before the beginning of the school year by the leadership team and instructional leadership team. Indian Hill utilizes the Omaha Public School's continuous school improvement procedure and holds several workshops and sessions where goals are identified and calculated at the beginning of the year.</p> <p>At Indian Hill Elementary, school improvement is an ongoing process based on PLAN DO CHECK ACT. Throughout the year, new data is collected from the areas of achievement behavior and growth. Data is reviewed during biweekly staff development and grade level meetings. During these meetings, student achievement, growth and progress are discussed. Students who are in need of interventions are discussed. Interventions are identified and provided and data is collected and reviewed. Any child in need of a formalized intervention process is referred to the SAT process.</p> <p>During the 2022-2023 School year, a majority of students are showing a need for an intensive reading intervention. Based upon this data, Phonics Mastery Guide Trainings were required and the delivery of this intervention daily to all students was implemented schoolwide beginning in March. Coaching and feedback rounds were provided by a literacy expert. Patterns and trends were communicated to all staff.</p>	
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>The climate survey is an annual survey that is used to collect data from staff and families to gather information about their experience. It is also administered to all fifth and sixth grade students. Once the data is collected, it is disaggregated into several categories: school climate, school safety, equity/respect for diversity, discipline, and parent involvement. By analyzing the data provided, the team can determine where needs exist and develop a plan of action to increase participation, voice and overall safety and experience at Indian Hill.</p> <p>During the 2023 spring conferences, a system has been created to provide an opportunity for families to provide input. This addition to the process for collecting responses will provide more opportunity for families to participate. In addition, access to the climate survey has been posted on Class Dojo, Indian Hill's schoolwide parent communication application. This application has been downloaded onto all student ipad devices for parent access. A parent meeting invitation to review the Parent-Compact, Family Engagement Policy and share about Indian Hill's involvement in Title I will be held to make adjustments for the following school year to ensure updates are made for the Student and Family handbook.</p>	

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>Indian Hill has implemented the PLAN DO CHECK ACT cycle as the foundational component of continuous School Improvement. Data is regularly collected, reviewed and used in planning for actions. This work is ongoing and accomplished through many committees (MTSS-B, Literacy, Math, Science & Technology, Leadership, Attendance). The leaders of each team are responsible for planning (in conjunction with the leadership team) and facilitating meetings and sharing discussions and outcomes with the leadership team.</p> <p>In addition, the leadership team regularly coaches and provides feedback to teachers based upon the identified School Improvement goals, and staff identified Best Instructional Practices and Classroom Environment non-negotiables. This data is collected via a Microsoft Form. The data is analyzed. As patterns and trends are revealed, this feedback is shared with the staff and professional development surrounding the School Improvement Plan is created based upon this data.</p> <p>Another component of School Improvement Planning is analyzing student data. This is done throughout the year depending on the data source during biweekly grade level meetings and staff development. Data is analyzed frequently by the leadership team. The results are shared with instructional staff members. Students are tiered into groups based upon their performance levels. Interventions are assigned to students demonstrating need. Students in need of ongoing intensive intervention are referred to the SAT (student assistance team) team to create a formalized intervention team with the Student achievement and growth data is used in classroom and individual goal setting conferences with students and shared with families at Parent-Teacher Conferences.</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>Indian Hill has a formalized process to support students in need of ongoing intensive interventions. The School Assistance Team has been established to support the identification of interventions and data collection process. Our SAT coordinator works with the teachers to gather information about the student and identify needs. They contact the family to set up a meeting to discuss the strengths and concerns and the interventions we will be delivering to support the student. Data is collected as interventions are delivered. After four to six weeks, the team reconvenes to determine next steps. This may be to adjust the intervention, continue the intervention or seek further evaluation to determine if the student is eligible to receive Special Education services.</p> <p>Based upon student achievement data, Phonics Mastery Guides intervention has been implemented across all grade levels at Indian Hill Elementary. All students at Indian Hill are receiving a literacy intervention daily.</p> <p>We have an opportunity to extend the school year for students showing a need through Next Level Learning, our summer program. Select students meeting criteria are invited to attend during spring parent teacher conferences.</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>High quality professional development is a priority at Indian Hill Elementary. Staff development meetings are held biweekly with all certified staff. This professional development has been designed to provide research based staff development that is aligned to the School Improvement Goals and the Strategic Plan of Action. Topics have included the following: Guaranteed and Viable Curriculum, MTSS-B routines and procedures, classroom management system flowchart, and modeled instruction.</p> <p>During professional development workshops, certified instructional staff participated in a professional development where staff identified the high leverage best practices that Indian Hill Elementary are committed to including daily in our instruction. We also developed a list of classroom environmental non negotiables. This information was used to create an Indian Hill specific Coaching document that has been utilized to collect data and provide feedback to teachers. This feedback has improved instructional effectiveness and informs professional development provided at biweekly staff meetings.</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>The School-Parent Compact is reviewed each year with Indian Hill parent community. Feedback is collected throughout the year. At the completion of each year, a survey is sent to families where they are also able to give input if they are unable to provide input in person.</p> <p>The Parent Compact is included in the Student and Family Handbook as well as posted on Class Dojo, our parent communication app.</p> <p>The Title I Participating meeting is held in tandem with the Parent Compact and Family Engagement Policy meeting. Each spring, Title I participation is reviewed with Indian Hill parent community. Feedback is collected throughout the year.</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>The Title I Parent and Family Engagement Policy is reviewed each year with Indian Hill parent community. Feedback is collected throughout the year. At the completion of each year, a survey is sent to families where they are also able to give input if they are unable to provide input in person.</p> <p>The Engagement Policy is included in the Student and Family Handbook as well as posted on Class Dojo, our parent communication app.</p> <p>The Title I Participating meeting is held in tandem with the Parent Compact and Family Engagement Policy meeting. Each spring, Title I participation is reviewed with Indian Hill parent community. Feedback is collected throughout the year.</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>The Title I Parent Meeting is held at the end of each year to review the policy and compact for the following year so that it can be included in the School Handbook. This year, parent voice was encouraged throughout the year to provide input. In addition, during the preparation of this plan, a parent was involved in its creation.</p> <p>The Title I Participating meeting is held in tandem with the Parent Compact and Family Engagement Policy meeting. Each spring, Title I participation is reviewed with Indian Hill parent community. Feedback is collected throughout the year.</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>Supporting successful transitions to the next grade level is important at Indian Hill.</p> <p>Kindergarten Round Up is an exciting day that happens every year at Indian Hill Elementary. Families bring their incoming kindergarteners for a classroom experience, while families hear information about Indian Hill, our expectations and the registration process. Parents are also provided support with registration and participate in a school tour. During this process Title I information, the Parent-Compact and Family Engagement Policy are available to incoming families.</p> <p>During the spring semester, Indian Hill Elementary has a professional development day dedicated to the successful transition from one grade level to another. During articulation day, teachers work collaboratively to assign students to classrooms for the following year. They plan introduction activities and work with resource and EL teachers to ensure students are able to be provided the best fit for the following year.</p> <p>Articulation Day-- Brian Begley photo kdg round up-compact</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>As Indian Hill transitions to a K-5th grade school, additional support has been provided to our current fifth and sixth graders to ensure a successful transition to middle school this year. Middle school preparatory lessons are completed with the guidance counselor in all classes. In addition, the middle school principal at Blue Stem Middle School has provided Indian Hill students and families the opportunity to tour Blue Stem. Mr. Begley also came and met with some of our fifth and sixth grade leaders at Indian Hill.</p>	

6. Strategies to address areas of need

6.1	<p><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> <p>One of the priority goals for our School Improvement Plan is delivery of the Guaranteed & Viable Curriculum. This is a key component found on our coaching document that has been created collaboratively with all instructional staff at Indian Hill Elementary. The guaranteed & viable curriculum includes utilizing the district approved curriculum with integrity. It also includes bell to bell instructional practices and adherence to district time allotments. This ensures that students are receiving instruction through the use of high-quality resources throughout the day. Data and feedback are provided focused on this to maximize student learning.</p> <p>Coaching document</p>
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7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1	<p><i>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.)</i></p>