

# 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.:		001	
School Name:		Minne Lusa	
County District School Number:		28-0001-143	
School Grade span:		PreK - 5	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>			<input checked="" type="checkbox"/> Yes <input 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 checked="" type="checkbox"/> Other (Specify) <u>Social Emotional Learning</u>	
School Principal Name:		MeLitta Wilson	
School Principal Email Address:		melitta.wilson@ops.org	
School Mailing Address:		2728 Ida Street, Omaha, NE 68112	
School Phone Number:		531-299-1840	
Additional Authorized Contact Person (Optional):			
Email of Additional Contact Person:			
Superintendent Name:		Mr. 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
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u><b>Names of Planning Team</b></u> <i>(include staff, <b>parents</b> &amp; at least <b>one student</b> if <b>Secondary School</b>)</i>			<u><b>Titles of those on Planning Team</b></u>		
Sharon Ford Kristine Denton Gretchen Brown Ericka Patterson Thomas Vobejda Kari Hubbard Sarha Dragon Kayla Turco Shana Rutherford Andrea Carlson  _____ _____ _____			<u><b>Parent</b></u> <u><b>Administrator</b></u> Instructional Facilitator Parent Administrator Administrator School Counselor Social Worker Parent Literacy Engagement Specialist Literacy Lead Teacher  _____ _____ _____		
<p align="center"><b>School Information</b>  <i>(As of the last Friday in September)</i></p>					
Enrollment: 314		Average Class Size: 23		Number of Certified Instruction Staff: 40	
Race and Ethnicity Percentages					
White: 22 %		Hispanic: 14.1 %		Asian: 4.2 %	
Black/African American: 49.4 %			American Indian/Alaskan Native: 1.1 %		
Native Hawaiian or Other Pacific Islander: 0.3 %			Two or More Races: 8.8 %		
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>					
Poverty: 91.8 %		English Learner: 13 %		Mobility: 12.5 %	

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
<b>MAP ELA</b>	<b>Classroom Common Assessments</b>
<b>MAP Math</b>	<b>TS Gold</b>
<b>Amira Running Records</b>	<b>MTSS-B Self Assessment Survey</b>
<b>Course Grades</b>	<b>Parent, Staff and Student Surveys</b>

*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	<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>Data used to determine supports needed for students include: MAP, Amira Reading Levels, classroom Common Assessments, Course Grades, Attendance, Office Referrals, Classroom Observations using coaching, MTSS-B and Tier I Fidelity Checks, PBIS Rewards points.</p> <p>Data is reviewed during Staff, Committee, Grade Level, and Attendance meetings to make instructional support decisions.</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>A parent survey was distributed February 2021.</p> <p>A parent meeting was held online February 2021.</p> <p>The information gathered from the parent survey and parent meeting was used to develop parent workshop offerings, determine what families were interested in being a part of a parent group, and what additional needs</p> <p>The district sent surveys in 2020 to determine needs related to internet access, food, and additional resources. These results allowed the district to provide additional internet wifi spots throughout the community, additional meal pick up locations and connections to community resources.</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>Monthly Family Engagement Meetings are held to provide and elicit feedback on school goals and plans. Staff complete quarterly surveys. Students complete throughout the school year. Students also complete MAP, ELPA 21, Amira Running Records and classroom assessments throughout the year and this data is used to determine goals and supports.</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>Students identified at risk are identified through our Minne Lusa Student Support Team and Student Assistance Team Process. Teams of teachers, staff and families meet to discuss intervention strategies to help meet individual student needs.</p> <p>Students below grade level in reading receive interventions either with their classroom teacher or with a Reading Specialist.</p> <p>Students needed support in Math receive interventions with their classroom teacher or have the option to attend tutoring.</p>	

In the area of attendance, students struggling are connected either with a Success Mentor or Connections. Students are given rewards for daily attendance. Students missing 5 days or more and that have no contact documented by a staff member receive a home visit to help coordinate supports.

Students are offered Next Level Learning Summer programming based on the criteria set by the district annually.

For additional and differentiated skills practice in math and reading, students have accounts with IXL, Amira and iRead and are provided time during small group and independent learning time to work through skills in the programs.

For supporting at risk students related to behavior, staff receive continuing education on social emotional learning and trauma informed practices. The Minne Lusa Behavior Flowchart details the steps staff should take when addressing student behaviors which include contacting families, provided calm down options and the use of our Positive Action Center. Students with ongoing behavior concerns are assigned a staff member for daily check and connects and a schedule of support is made for the PAC Facilitator and Dean of Culture to do routine class walk throughs to support the student and teachers.

For behavior, teachers utilize the PBIS Rewards system to give points for students following the school-wide behavior expectations. Students are rewarded with purchaing prizes with these points, in addition to pop up parties during the school day. Students also have the chance to earn the Whatever it Takes award for demonstrating meeting and going beyond school-wide expectations.

Teachers use the 2X10 Relationship Building strategy to connect with students personally who may not feel they are supported at school.

Minne Lusa has a Literacy Lead Teacher, two Reading Specialists, two School Counselors, a Social Worker, Positive Action Center Facilitator, and a Dean of Culture to help support with at-risk students both academically and behaviorally.

### 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.*

District provides annually Curriculum Days and New Teacher Meetings.

School provides professional learning in the areas of literacy, math, social emotional learning and muti-tiered systems of support for behavior and academics during Building Based PD Days, Staff Meetings. School Improvement and MTSS-B Committee Meetings, New Teacher Meetings, Grade Level Meetings, and Summer Workshops.

K-3 teachers participate in Children's Literacy Institute Module trainings as part of our School Turnaround Plan. Staff also have the opportunity to elect to engage in self-paced Literacy and Math learning modules throughout the school year.

### 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.*

2020 The Minne Lusa School-Parent Compact was shared in the August/September newsletters and families emailed staff that they reviewed the compact. The compact is available in the Minne Lusa School Handbook and on the Minne Lusa school website.

<p>2021 A Family Engagement meeting was held in February and a draft of the Minne Lusa School-Parent Compact was shared for input. Final drafts will be sent in March. The compact is available in the Minne Lusa School Handbook on the Minne Lusa school website.</p> <p>2022 A Family Engagement meeting will be held in February and a draft of the Minne Lusa School-Parent Compact will be shared for input. Final drafts will be sent in March. The compact is available in the Minne Lusa School Handbook and on the Minne Lusa school website.</p>	
<b>4.2</b>	<p><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> <p>The Title I Parent and Family Engagement Policy is developed at the district level by the Title I office. Family representatives from all Title I schools are present for this committee work.</p> <p>The Title I Parent and Family Engagement Policy is shared annually in the Minne Lusa School Handbook and linked in the weekly newsletters.</p>
<b>4.3</b>	<p><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> <p>2020 Title I Parent Meeting held in conjunction with Parent Literacy Engagement Plan rollout on 11.5.2020; Information also shared in August and September newsletters</p> <p>2021 Title I Parent Meeting will be held in conjunction with Family Engagement Meeting in August/September and shared in Newsletters</p> <p>2022 Title I Parent Meeting will be held in conjunction with Family Engagement Meeting in August/September and shared in Newsletters</p>

## 5. Transition Plan

<b>5.1</b>	<p><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> <p>Early Childhood home visits are conducted for all PreK and Head Start students to welcome the families and students to school and to build partnerships with the families.</p> <p>Quarterly Early Childhood Parent Meetings are facilitated by the Family Support Worker.</p> <p>Kindergarten Round Up is held annually to register and welcome incoming kindergarten students to the school.</p> <p>A Safe Walk to School event is held annually at the start of the school year to welcome all students and families and introduce them to their next grade level teachers.</p> <p>Each classroom teacher assigns a student to be a classroom buddy for new students to welcome them to the class and school.</p> <p>The Panther Pack Representatives, a student group at Minne Lusa, act as ambassadors during Kindergarten Round Up to give families a tour of the school. This group is also called upon to give families tours throughout the school year for new students.</p>
<b>5.2</b>	<p><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>

Early Childhood and Grade 5 students participate in a Promotion Celebration where families are invited to celebrate the students transition to the next grade.

The district provides open house videos for all middle schools and this is distributed to 5th grade families via our newsletter and during our Morning Meeting with students.

Because most of our students enroll at McMillan, we invite former students to return to answer student questions regarding their experiences in middle school.

Middle schools provide Transition for Success welcome camps/days for incoming students and this offering is communicated to 5th grade families by emails and in our newsletters.

School counseling lessons are used to help prepare students for the transition to middle school.

Grade 4 and 5 students participate in college tours through our relationship with Partnership for Kids.

## 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.*

Minne Lusa will dedicate time to increasing enrollment in our after school program Kids Can. Within this program students receive academic tutoring and engage in extended learning experiences.

Through our Parent Literacy Engagement Grant (PLEG), students in grades K-3 are provided take home books and receive prizes for submitting reading logs. In addition, through PLEG, students and families participate in Parent and Child Time where the parents are either provided literacy learning activities for home use or by joining in class learning during the school day.

Through our school's partnership with Partnership for Kids, 4th and 5th grade students are given college tours. With P4Kids and other community partnerships, volunteers will visit classrooms to do read alouds with students monthly.

Students can also participate in after-school LEGO Builders or Robotics Clubs.

The school will host a minimum of one Literacy Night and one STEM Night each year.

During the school day, the staff will provide increased opportunities for students to engage, create, and learn using the one-to-one iPads. All students will engage in a Morning Meeting that includes check and connect activities and lessons for our school-wide behavior expectations in addition to social emotional skill development lessons.

Summer School options will be available for students based on the criteria determined by the district.