

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:	Western Hills Magnet Center
County District School Number:	056
School Grade span:	PK-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 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>MTSS-B & Science</u>
School Principal Name:	Jeanne Simmons
School Principal Email Address:	jeanne.simmons@ops.org
School Mailing Address:	6523 Western Avenue Omaha, Nebraska 68132
School Phone Number:	531-299-2240
Additional Authorized Contact Person (Optional):	Hilary McKenzie
Email of Additional Contact Person:	hilary.mckenzie@ops.org
Superintendent Name:	Dr. Cheryl Logan
Superintendent Email Address:	cheryl.logan@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>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>
<p>_____</p> Jeanne Simmons Hilary McKenzie Kathleen Alseth Sara Gnarra Debi Jaeke Megan Zitek Taylor Novacek Carol Greenwood Maureen O'Laughlin Teresa Galligher Michelle Amill	<p><u>Parent Administrator</u> Principal Instructional Faciliator Literacy Coach Art Teacher Counselor 3rd Grade Teacher 3/4 Teacher 5th Grade Teacher Parent 1st Grade Teacher Reading Interventionist</p>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 329	Average Class Size: 21	Number of Certified Instruction Staff: 26
Race and Ethnicity Percentages		
White: 36.2 %	Hispanic: 21 %	Asian: 2.7 %
Black/African American: 26.7 %	American Indian/Alaskan Native: 0.6 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 12.8 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 76.6 %	English Learner: 6 %	Mobility: 8.8 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NWEA- MAP Assessment	Grade Level Curriculum Assessment
NCSAS ELA/Math/Science Pilot	
HMH Amira Data	
MTSS-B= TFI & SAS	

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 curriculum, instruction and assessment decisions.</i></p> <p>In order to create a picture of our student's needs, we use several sources of data: MAP test scores, Grades, NSCAS test scores from the 19-20 MTSS-B Big 5. We triangulate this data to get a good individual picture of a student, as well as a class overview or their strengths and their needs both academically and behaviorally. We use the data to drive our academic instructional strategies both in whole group and small group instruction both in academics and social emotional learning. Our grade level meetings are structured around using the data we have collected from these sources for next steps in our teaching as well as setting goals for students, grade level classrooms and schoolwide focus and goals. Our staff meetings are built around the needs shown in our data to improve our teaching practices around best practices and procedures of learning to meet the needs of our diverse students.</p> <p>Artifacts:</p> <p>Western Hills Data Book pgs. 21-49 Western Hills Data MAP Fall 2019-2020</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>Western Hills collects perceptual data through Western Hills Climate survey given yearly to parents, staff and students and utilizes the data when forming, evaluating, and updating our School Improvement Plan. The Climate survey data is reviewed at the building and district level and used to inform and adjust practices, policies, and procedures. We also meet with our PTO to share and discuss information in regards to our students and staff needs, resources and support.</p> <p>Artifacts:</p> <p>Climate Survey in Western Hills Data Book pgs. 15-16 PTO Meeting Notes from 1.13.21</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>At the beginning of every school year, we begin to look at data to decide our school improvement needs. MAP K-6 data is the assessment used throughout the year to determine if we are meeting student needs and growth. We use MAP data in the Fall and Winter to set goals for the year in student growth, teachers professional development needs, implementation of best practices and procedures and a timeline for the school year. Throughout the school year, we then meet each quarter and discuss our SIP plan to determine where we are, where we are going and celebrations or changes we need to make to continue to strive towards our goals.</p> <p>Artifacts:</p> <p>Western Hills School Improvement Plan: ELA, Math, Science, MTSS-B, Attendance Western Hills Student and Parent Handbook Western Hills Coaching Schedule</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>Western Hills supports on-time grade completion for all students through the use of A+ grade level Curriculum Guides which ensures all students receive the guaranteed and viable grade level curriculum. Best Instructional Practices framework is also implemented in all classrooms to meet Tier 1 students needs. Students who are identified as being below grade level are offered intervention opportunities including but not limited to Summer School, Go Math Tier 2 and 3 Interventions, Mastery Phonics, and a SAT referral. Our Student Assistance Team collaborates to determine strategies that best meet the needs of individual learners.</p> <p>Artifacts: WHillsNext Level Learning Application WHills SAP Referral Form WHillsSAT steps</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>We are continually using national, state and district assessments to meet individual student needs as well as teacher learning. Our data wall and teacher data folders help us to continually use data in assessing student performance, determine the effectiveness of our curriculum and instruction and improve and implement best instructional strategies, practices and interventions focused on improving student learning. Individual Student Goals for MAP testing and state assessments are used for student accountability and for timely and accurate information that is meaningful to our teachers to drive our instruction and meet our student needs. Our School Improvement Plan and Professional Development Plan as well as Student goal setting documents are drivers of our improvement process which changes each year and throughout a school year. Monthly staff meetings focus on academics and behaviors. We also consistently meet as a leadership team (once a week) to plan staff and grade level professional development as we grow our staff and look for ways to serve our students and meet their needs.</p> <p>Artifacts: WHills School Improvement Plan 20-21 One Pager Western Hills PD Agenda WH Coaching Schedule</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>At Western Hills we have had a Student-Teacher-Parent Compact which is discussed and given to students at the beginning of the year to set expectations for a student's educational team. The compact is given to families or the first day of school and then teachers review expectations for all members asking each to sign their agreement. This document is kept by teachers throughout the school year.</p>	

<p>Artifacts: Staff Meeting Agenda- PD 1.6 Staff Meeting Agenda PD 1.15 Staff Meeting Agenda 11.9 Success Criteria Observation PD Title 1 WH Parent Compact 20-21</p>	
4.2	<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 2020-21 school year was the first year that Western Hills had been a Title 1 Schoolwide Program in seven years. Western Hills was a Title 1 school before and we have attempted to keep some of the procedures of Title 1 in engaging our parents. Artifacts: WH-Title 1 Parent Compact 20-21 Title 1 Parent Compact</p>	
4.3	<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>At the PTO meeting on 11.11.20, we shared that Western Hills would be participating in the 2020-21 school year as a Title 1 building. We discussed the advantages of being Title 1 which at Western Hills in the 2020-21 school year could help with additional staffing, staff professional development opportunities, classrooms supplies, upgrades to technology, and more parent/family events involving all students and families throughout the school year.. Artifacts: PTO Meeting Agenda11.11.20 PTO Meeting Notes 11.11.20 WHills PTO Community Movie Night Flyer</p>	

5. Transition Plan

5.1	<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>Western Hills has Kdg through 6th grade students and we added a PreK classroom through the Omaha Schools Foundation in 2018-19. We provide opportunities for our youngest students and parents to be prepared for elementary school through our Kindergarten RoundUp in January along with various school virtual tours for neighborhood families interested in Western Hills throughout the year. Other incoming students are ones who enroll at Western Hills during the school year. Our Guidance Counselor works with our Kindness Ambassadors (Gr3-6 students) to give a "virtual welcome tour" the first day the student comes to Western Hills. Grade level teachers also partner each new student with a "buddy" student in their classroom to help them navigate the school environment anadjust to the new classroom. Newsletters are sent home all year long. Artifacts: PTO-Title 1 Meeting Title 1 Parent Compact WH Round-Up Information</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>At Western Hills Middle School counselors meet in the Spring with all incoming students to plan for courses. Academic Information Forms are completed by elementary teachers for use at middle schools. Middle schools invite 6th grade Western Hills students to attend a JumpStart Summer Program. Our counselor also teaches multiple lessons on middle school to our 5th and 6th grade classrooms during 2nd semester. We also offer a Spring elective class for 5th and 6th grades with 9 sessions/lessons about middle school. Students sign up to take the elective which also includes a visit to our neighborhood middle school during the school day.</p> <p>Artifacts: Making the Move lesson by Jaeke (Counselor) Next Level Learning Invitation Counseling Transition lessons for 5th and 6th grade students Kdg RoundUp Information</p>	

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>We currently offer extended learning through Summer School opportunities focusing on Reading and Math to all students at Western Hills. With the Schoolwide plan, Western Hills will be able to offer more summer Next Level Learning Opportunities. These extended learning programs will help our students maintain their learning and continue to grow after the school day and the school year.</p> <p>Artifacts: WHills Next Level Learning Application</p>	