

# 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:		Martin Luther King Jr. Elementary
County District School Number:		28-0001-205
Building Grade Span Served with Title I-A Funds:		PK-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)_Science___
School Principal Name:		Mr. Glenn Mitchell
School Principal Email Address:		glenn.mitchell@ops.org
School Mailing Address:		3706 Maple Street Omaha, NE 68116
School Phone Number:		531 299-1720
Additional Authorized Contact Person (Optional):		Meredith Whiley
Email of Additional Contact Person:		meredith.whiley@ops.org
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
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p><b><u>Names of Planning Team</u></b>  <i>(include staff, <b>parents</b> &amp; at least <b>one student</b> if <b>Secondary School</b>)</i></p> <p>Ty-Esha Oliver  Stephanie Black  Meredith Whiley  Angela Blackson  Tamika Davis-Gray  Keaira Watson  Hayley Grasmick  Lindsey Brown  Erin Bovill  Aaron McClun  Ashely Fleuren  Sandi Stickrod</p>	<p><b><u>Titles of those on Planning Team</u></b></p> <p><b><u>Parent Administrator</u></b>  Instructional Facilitator  Kdg. Teacher  Teacher-First Grade  Teacher-Second Grade  Teacher-Third Grade  Teacher-Third Grade  Teacher-Fifth Grade  Special Education Teacher  Teacher-PE  Counselor  Nurse</p>
--	---

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 330	Average Class Size: 24	Number of Certified Instruction Staff: 22
Race and Ethnicity Percentages		
White: 8.2 %	Hispanic: 19.1 %	Asian: 7.9 %
Black/African American: 56.4 %	American Indian/Alaskan Native: .9 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 7.6 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 87.3 %	English Learner: 15.8 %	Mobility: 12.0 %

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

## *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**

<b>1.1</b>	<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>King Elementary used data from the King Data Book to determine what areas we need to focus for instructional purposes. This information was compiled from District and State Assessments. We use our MAP Growth Data, Progress Monitoring and Formative Assessments. At risk students may be recommended to our Student Assistance Team(SAT). If a student has not made adequate progress, the SAT Team will meet to discuss strategies and plan for further instruction, intervention and/or a possible special education referral.</p> <p>Evidence:          Data Book, page 15-19          Pre-SAT Form          SAT Forms</p>	
<b>1.2</b>	<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>Our families take a Climate Survey during a Family Night to help identify the areas for improvement at school. Parent completed the Climate in our computer lab after parents completed their child's conference. The survey is then analyzed and the information from the survey is included in our King Data Book. The survey is designed to capture the thoughts and feelings of parents/guardians about King Elementary(see pgs in the King Data Book). Flyers inviting parents to different family event(Open House, Parent Teacher Conferences(Fall and Spring), Family Math Night, Family STEM and Subs Night. Also included are RSVP forms and sign in sheets.</p> <p>Evidence:          King Data Book, pages 11-12          STEM and Subs Flyer          Sign In Sheets</p>	
<b>1.3</b>	<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>King Elementary used data from the King Data Book to determine what areas we need to focus for instructional purposes(Data Book- pgs. 15-19). This information was compiled from District and State Assessments. We used our School Improvement Plan to help our teachers focus on Best Instructional Practices. We also included information on our Strategic Tutoring Program. We have Informational Flyers, Permission Slips, and Attendance forms. Students from Grades K-5 were invited to participate in the Tutoring.</p> <p>Evidence:          School Improvement Plan          Pre-SAT Forms          SAT Forms          Tutoring Flyers          Tutoring Permission Slip          Tutoring Attendance</p>	

## 2. Schoolwide reform strategies

<b>2.1</b>	<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>King Elementary used data from the King Data Book to determine what areas we need to focus for instructional purposes. This information was compiled from District and State Assessments. We use our MAP Growth Data, Progress Monitoring and Formative Assessments. At risk students may be recommended to our Student Assistance Team(SAT). If a student has not made adequate progress, the SAT Team will meet to discuss strategies and plan for further instruction, intervention and/or a possible special education referral. Students receive support from ELL, Special Education and paraprofessionals when identified as not meeting. Classroom teachers provide additional support to student who are not performing on grade level during the intervention block. Our social worker and counselor</p> <p>Evidence: King Data Book, pages 15-19 Pre-SAT Form SAT Forms.</p>	

## 3. High quality and ongoing professional development

<b>3.1</b>	<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>All paraas are highly qualified per district requirements. King Elementary holds monthly meetings with paras. We work on different strategies that Paras could easily implement to assist teachers without interrupting instruction. We used our data from pgs. 15-19 in our Data Book to determine what skills to implement with Paras.</p> <p>Evidence King Data Book, pages 15-19 Meerings and Due Dates.</p>	

## 4. Strategies to increase parent and family engagement

<b>4.1</b>	<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>King Elementary's Parent compact is embedded in our Student Handbook each year. During Fall Conferences, the Parent Compact is reviewed with parents. Teacher, parents and students agree to and sign the Parent Compact. Parents are encouraged to jointly develop the compact during our annual Title I Meeting. The Parent Compact encourages parents, students and teachers to work together to support student. The compact is signed and submitted to the main office.</p> <p>Evidence: King Student Handbook, page 2 Parent Compact, blank signature page</p>	

<b>4.2</b>	<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>It is important for parents to feel if they are apart of the school. Invites were sent to specific parents. Child care was provided to encourage parent participation. We simply asked parents "What is going well at King Elementary?" and "What can we improve to make King a better place for children?" Parents were allowed to verbally share their thoughts and concens. Several staff members took notes as parents shared their thoughts. Parents have not added or made any changes to our plan. We will continue to disuss out Parent Compact and Parent Engagement Policy during our annual meetings each year. If changes are suggested during the meeting, we use this information assist in developing our School Improvement Plan. Our Parent Engagement Policy is included in our King Student Handbook annually.</p> <p>Evidence King Student Handbook Annual Title I Parent Meeting Agenda Parent/Staff Signature Page</p>	
<b>4.3</b>	<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>Invites were sent to specific parents. Child care was provided to encourage parent participation. We simply asked the few parents in attendance, "What is going well at King Elementary?" and "What can we improve to make King a better place for children?" Parents were allowed to verbally share their thoughts and concens. Several staff members took notes as parents shared their thoughts. Parents have not added or made any changes to our plan. We will continue to disuss out Parent Compact and Parent Engagement Policy during our annual meetings each year. If changes are suggested during the meeting, we use this information assist in developing our School Improvement Plan. Our Parent Compact and Parent Engagement Policy is included in our King Student Handbook annually.</p> <p>Evidence King Student Handbook Annual Title I Parent Meeting Agenda Parent/Staff Signature Page Parent Responses</p>	

## 5. Transition Plan

<b>5.1</b>	<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>King Elementary held Kindergarten Round-up February 1, 2023 for any child turning five years old on or before July 31, 2022. Fourteen students enrolled for Kindergarten on-line. The fourteen students had the opportunity to visit Kindergarten classroom with other students. Students entering Kindergarten had the opportunity to listen to a story, complete an art project and interact with current Kindergarten students. Early Childhood Application Day was not held this year(2022-2023). The district asked all Early Childhood parents to complete the application on-line. The placement division will place students in Headstart and Pre-Kindergarten.</p> <p>Evidence Kindergarten Round-up Agenda Kindergarte Round-up sign in sheet</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>King Elementary held Kindergarten Round-up February 1, 2023 for any child turning five years old on or before July 31, 2022. Fourteen students enrolled for Kindergarten on-line. The fourteen students had the opportunity to visit Kindergarten classroom with other students. Students entering Kindergarten had the opportunity to listen to a story, complete an art project and interact with current Kindergarten students. Early Childhood Application Day was not held this year(2022-2023). The district asked all Early Childhood parents to complete the application on-line. The placement division will place students in Headstart and Pre-Kindergarten. Each middle school with students moving from King Elementary hosts a Transition to Middle School Summer Program. Flyers are sent home with students to register. Counselors from the various Middle School will come to register students for classes. Our Guidance Counselor does a Transition to Middle School Unit. Students learn how to unlock combination locks, while transitioning with a 5 minute passing period. Last year, we hosted our first Moving Up Day on May 26, 2022. Each student spent an hour learning about the grade they will be in next year Teachers taught a mini math lesson, brain breaks, and read letters from student in the current grade. All students new to King Elementary receive a tour and a King T-shirt.</p> <p>Evidence  Kindergarten Round Up Agenda  Articulation Day Sheet  Transition to Middle School Application-English/Spanish</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>King Elementary used data from the King Data Book to determine what areas we need to focus for instructional purposes(Data Book-pgs. 9-11). Our After School Tutoring(October-April), focused on Reading(Tuesday) and Math(Thursday) ]. We included information on our Strategic Tutoring Program. We have Informational Flyers, Permission Slips, Tutoring Reminders and Attendance forms. Students from Grades K-5 were invited to participate in Tutoring. King Elementary partners with the Urban League of Nebraska to provide a free after school program. The program has a mandatory homework component. Students work on activities in the areas of Science, Technology, Engineering and Math (STEM). The application is included. Students in Grades K-4 who have not made adequate progress are invited to attend Next Level Learning which takes place June and July. Parents have an option to select for their child to one or both months. We invite parents to sign up for Next Level Learning during Spring Conferences. Next Level Learning applications are now on-line.</p> <p>Evidence  King Data Book(pages 9-11)  Tutoring Permission Slip  Tutoring Attendance forms  Tutoring Reminders  Urban League CLC Application</p>

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

7.1	<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>
N/A	