

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:	King Science Technology Magnet
County District School Number:	28-0001-207
School Grade span:	5-8
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)_MTSSB__
School Principal Name:	Dr. Carrie Rath
School Principal Email Address:	carrie.rath@ops.org
School Mailing Address:	3720 Florence Blvd Omaha, NE 68110
School Phone Number:	531-299-2380
Additional Authorized Contact Person (Optional):	Amy Gordon
Email of Additional Contact Person:	amy.veit-gordon@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

<p><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p>Juanita DeLeon Dr. Carrie Rath Amy Gordon Elizabeth Anderson Lakresha Clark Betty Hinton Lori Kuhns Stacy Atkin Jennifer Buser George Galdamez Claudia Mauwa</p> <p>—————</p>	<p><u>Titles of those on Planning Team</u></p> <p><u>Parent Administrator</u></p> <p>—————</p> <p>Instructional Facilitator Dean of Students Counselor Math Teacher Assistant Principal/Data Administrator Math Teacher/Data committee lead ELA Teacher Science Teacher/Science Coach Student</p> <p>—————</p>
--	--

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 763	Average Class Size: 15	Number of Certified Instruction Staff: 52
Race and Ethnicity Percentages		
White: 19 %	Hispanic: 14 %	Asian: 7 %
Black/African American: 52 %	American Indian/Alaskan Native: .01 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 7 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 80 %	English Learner: 7 %	Mobility: 8.26 %

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

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>Each year the district research department provides schools with a data book that outlines the demographic, behavior, attendance, climate, and testing data for the school. The research department also provides a "workbook" to accompany the data book with suggestions of various data dive activities to participate in with the leadership team, staff, and stakeholders if the building chooses. The district also provides specific reports outlining MAP and NSCAS data for our school throughout the year as testing occurs. Due to COVID there was no data outlining NSCAS or Spring MAP, but Winter MAP data was used to analyze.</p> <p>Worksheets that we have used this past year are included in the folder. There are two filled in reports that we used which did not have names or identifying markings. They are labeled FILLED IN preceding what they are.</p> <p>The data was viewed from many perspectives, the leadership team, the data team, team facilitators, departments, grade levels, and teachers. Staff looked for overall trends for the school and for the grade levels and then teachers drill down for their individual classes to set personalized goals in their content area. From the data a school wide focus is identified in addition to a grade level goal by subject and then finally classroom goals were set to improve growth scores in MAP. There would be check-ins on those goals after Winter MAP and Spring MAP testing.</p> <p>The current principal who came to King in the 19-20 school year added an additional committee for the 20-21 year. This was the data team to specifically look at data from a school wide perspective so that areas of concern could be addressed on a wider scale in a uniform manner such as all school math problems of the week or vocabulary competitions that students could engage in throughout the week. This year the school wide concept is informational text. The team felt that this would contribute to improvement in math and reading scores.</p> <p>While the curriculum and common assessments are set by the district, schools and teachers can adapt to the needs of their classrooms. At King we have a school wide focus on learning goals and checks for understanding. As the leadership team coaches in classrooms these are two things that we always look for and leave comments regarding. We also conduct professional development around these two concepts. The administration promotes grade level co-planning by setting aside team meeting time weekly dedicated to this purpose. This time gives teachers the ability to plan common checks for understanding and write common learning goals.</p> <p>Student Assistance Team meetings are also conducted to address academic issues for students. Parents are involved in these meetings along with core teachers and a resource teacher. In addition counselor and administrative representation are also included. These meetings allow for strategies to be developed, tried, documented and eventually reconvening to determine the effectiveness of the strategy and if further action is needed to support the student. An example of a SAT form is included in the folder.</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 principal, assistant principal and instructional facilitator attend monthly PTA meetings. Time is given each month for the principal and for the instructional facilitator to discuss any testing or Title 1 topics. Title 1 topics have included an overview of the software programs we purchase using funds and how they relate to student achievement, technology purchases, which staffing positions are paid for out of Title 1 and the purpose of those positions and time is always given for questions and concerns they would like addressed.</p> <p>For documentation, the instructional facilitator talking points from monthly meetings (before the pandemic) and from the February 2020 meeting, are included in the folder. (PTA did not hold meetings from Mar 2019 - Jan 2020).</p> <p>Families are kept informed of Title 1 through our SMORE newsletter which is sent out bi-weekly. This is an electronic format called SMORE and it contains information to keep families updated regarding all aspects of King. It also always includes pictures of students for recognition and to showcase what is going on in our classrooms.</p> <p>To ensure that gradebooks are available and up to date for parents, our data processor assistant principal performs checks to ensure teachers are providing an appropriate amount of formative and summative assessments per quarter (using the guideline for approximately 3-4 formatives per summative assessment. The data processor also checks to make sure teachers are updating every two weeks.</p> <p>During the 2019-2020 school year KSTM went through Accreditation. During this process we met with community members, parent, and student groups. These meetings allowed for administration insight into the perceptions as well as for concrete knowledge of what is happening in the classrooms. From these discussions some simple changes were made to include more community partners in activities within the school as well as instituting a newsletter to keep everyone informed of the great things happening at KSTM.</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>Our school wide plan, which is meant to be a work in progress, has been more fluid this year to meet the needs of students and teachers alike. With changing from 100% remote to Family 3/2 Model to 100% in-person (with some remote) has changed the needs of all involved. At weekly leadership meetings discussions are held regarding what is being seen in classrooms and heard from teachers regarding their needs centered around the school improvement plan goals, what frustrations they are experiencing, and what successes we want to champion. We tailor monthly professional development to meet their needs in the moment.</p> <p>In the beginning professional development (PD) for our teachers focused on the technology and how to teach effectively in the virtual setting. PD changed from assisting teachers to helping students be more engaged learners, especially those not students participating at all. Efforts included phone calls home, use of ClassDojo schoolwide to reward kids for engagement in the virtual classroom and home visits to speak directly with students and their families about the importance of being "at school" whether that was virtually or in person. Once Omaha Public Schools when to the hybrid model we were mindful to include all students in the activities happening at KSTM, making sure remote students were being acknowledged as much as our in-person learners. One of our new community partners made reusable steel signs for us to use to recognize students of the week and these are moved by our counseling team from house to house. Our newsletter was mindful to include remote and in-person tips for staying focused and on task with the curriculum. Throughout each</p>	

month the school wide focus on learning goals and checks for understanding are highlighted in some form during professional development times. A copy of our school improvement plan is located in the folder.

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>At King Science we take careful measures to schedule students who are at-risk of not meeting academic standards into co-taught classes for math and english language arts (ELA). These students have the benefit of a resource teacher available during class instruction. During the 90-minute block of class resource teachers use portions of the block to pull the at-risk students for more intense one on one instruction as needed. Additional assistance for at-risk students through our paraprofessional support. Our instructional paras are assigned to classes with high numbers of at-risk students. The paraprofessionals provide support during instruction and can work with those students needing extra help.</p> <p>This year due to remote teaching our paraprofessionals that normally are assigned to our student success centers were put into classrooms to support virtually. Even when we came back to the hybrid model they continued supporting in classrooms, only to step away when their services were needed for a brief situation. While now back to full in person learning they continue to support teachers with the virtual students that teachers still have in classes.</p> <p>Our resource teacher and para schedules are included in the folder.</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>At King Science we incorporate a four-week professional development model. The first Tuesday of each month the instructional facilitator along with a leadership team member introduces the focus or topic for the month. During teacher's team plan time the professional development is delivered to the grade level. Our focus continues to be different aspects of learning goals and checks for understanding. The expectation is that teachers will implement the strategy in their teaching during the following weeks. During week two and three of the cycle teachers are to incorporate the strategy into their classroom, gather student work that showcases the strategy if applicable and on certain months observe another teacher using the strategy. During week four teachers reconvene during team plan time to discuss, critique, strategize and share student work. During the months when MAP data is available it too is discussed, and goals are decided upon for the remainder of the semester. Two power points from various professional development sessions this year are included in the folder.</p> <p>Professional development also happens more directly through coaching visits. Leadership team members focus on district "look fors" while in classrooms. Conversations are had regarding what was witnessed during the time frame and how improvements could be made in the future. Our district does a great job of providing a road map for teachers that addresses best practices and sequencing of materials. Evidence in the folder includes district created flyers and the Best Instructional Practices Handbook. Professional development and coaching conversations are always linked to these resources.</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 was discussed on three occasions. The accreditation conversations with parents, during three PTA meeting and with teachers at KSTM. Parents were satisfied with the wording provided and asked for few clarifications on the document. Teachers too asked for few changes to the document. Notes on changes are included in the document inside the folder. The compact is distributed to student via our school handbook and through our bi-weekly newsletter. We also post the compact on our school website.</p> <p>We also share the district flyer with parents about grading procedures and the middle level school experience.</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 parent and family engagement policy and procedure document was discussed with parents on two occasions through PTA and with teachers during a staff meeting. The changes that were suggested are outlined on a document in the folder. Since we held virtual meetings this year for staff, I have included the attendance report to document those in attendance when we discussed on February 1st.</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>This year the annual Title 1 parent meeting was planned twice. Once virtually during parent teacher conferences but only one parent showed who was a PTA member, so we decided to use the next PTA meeting for this purpose. The second time I presented the information during the February PTA meeting in Zoom. A picture of the list of those in attendance is included in the folder.</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>In the past KSTM hosted three events for potential students and their families to attend. During these nights there are presentations by the school counselors, administration, and teachers along with tours of the building and Q&A sessions. This past year due to the pandemic we held a virtual open house. In this platform we hosted a virtual tour of KSTM along with a live narrative at each location showcasing what makes KSTM stand out. Parents and students were able to ask questions of any of the administration, leadership or teacher present.</p> <p>Our school counselors also plan specific days to attend all the elementary schools that transition into KSTM. This year they were not able to do that, but they are visiting students at their elementary schools who have decided to attend KSTM. This meeting serves as a personal introduction to King and a time to register students for classes in the fall.</p>	

This summer we will be offering a Wildcat Welcome Camp June 2-4 for any student who is new to King. This camp will focus on welcoming students in a laid-back fun atmosphere with team building activities, scavenger hunts to explore the building and conversations to put our newest Wildcats at ease about joining the King family.

We also will host Next Level Learning this summer for incoming 5th – 8th grade students. This program will be very flexible to fit the needs of our families as they plan for summer. Any student is eligible to attend. The students have the options of attending June or July (or both) and morning or afternoon (or both). The focus for summer learning will be Math, ELA, STEM education and time for building choice activities which at King will focus on Science. There will also be social emotional learning components weaved throughout the day. This option is to address learning loss while at the same time reenergizing the students and giving them opportunities to interact with the curriculum and each other in a more relaxed atmosphere.

5.2 *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).*

Omaha Public School normally hosts open houses for all high schools that allow incoming students the opportunity to visit any they are considering. Prior to open houses our school counselor visits all students through their social studies classes and shows a district created video that showcases all the high schools. She then talks to them about how to make an informed decision with their parents and lets them know when to visit.

Also, in the past we have hosted high school informational days where counselors and representatives from each of the high schools come to KSTM during the lunch block to speak with any student interested in attending their high school or any that are trying to decide. These representatives sit with students at lunch or speak with them from their informational tables and they answer any questions students may have.

This year the open houses were virtual, and our counselor spent a considerable amount of time on the phone answering questions, making sure our remote students were informed and tracking down their placement forms.

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.*

As part of KSTM school improvement plan staff analyze MAP and classroom assessment data to target student individualized practice. Using IXL (for math, ela, science and social studies), Khan Academy, Flocabulary and Nearpod, teachers work address student weaknesses in particular concepts.

For our at-risk students' co-taught classes are scheduled throughout the day to address needs in math and reading. All resource teachers have a time when if scheduled pullouts for individuals are needed on a regular basis their schedule can be adjusted to allow for that. Then when it is not needed the "class" can be disbanded and the teacher can absorb back into a co-taught classroom.

To address loss of learning in math the district has issued a rubric and guide to using Khan Academy daily in math classrooms for a set amount of time to help students gain back the skills that may not have been learned sufficiently in the fourth quarter of last year without taking away from learning the new skills for their grade level. It has worked well this year as students can work at their own pace toward a common goal and are able

to surpass that and move ahead to better prepare them for future math classes. A district suggested rubric is included in the folder as an example.

Omaha Public School district also creates sequencing and pacing guides for teachers to follow so that there is seamless transitions should students transfer from one OPS school to another during the year. Lesson Plan checks and coaching visits always include a component of checking to see if the teacher is one pace with the district guidelines. These guides are created with state standards in mind and include teacher input before being finalized. It is the building responsibility to ensure that teachers are following and teaching from these guides and offer support to those that are not meeting this expectation. Department meetings and common grade level planning time allow for important conversations to be had which address keeping on pace. Examples of a district created pacing guide are included in the folder along with a department meeting agenda.

In addition to the programs listed above KSTM uses Title 1 funds to offer after school tutoring to students in need. We offer tutoring at each grade level and in the subjects of ELA and Math. Twice a week for one-hour teachers work with students on skills identified by the MAP test scores. The instructional facilitator identifies the skills for the teacher and offers various tools and strategies that the teacher can choose from. This year the tutoring was virtual until February when we went back full time. To accommodate our students who remained remote we allowed the tutors to offer in person and virtual tutoring to students.

Our school also offers various after school clubs which are for fun and for academic learning. A list of these clubs is included in the folder.

We also host an afterschool program - Wildcats Club (sponsored and run by a community partner - Boys and Girls Club). Through this program students are exposed to homework help in addition to activities through community members and groups. A listing of the agencies they have brought in during the past 3 years is included in the folder. This past year has greatly limited who is able to come into the program, but they have been doing many things virtually.

Summer school consists of different sections. We offer a Wildcat Welcome camp for a week that allows incoming new students to experience the school in a laid-back atmosphere. They get to know staff, each other through team building activities and the school with tours and scavenger hunts.

This summer Omaha Public Schools has readjusted the summer school schedule to include a June and July session in addition to making it a whole day experience should families opt to participate. To make sure that any family who wants to take advantage of summer learning can do so regardless of the time. The layout is math and reading lessons in the morning and the afternoons will be STEM activities and school choice activities. This format will allow for more hands-on experiences for the afternoon to better engage students and give them the opportunities to explore and experiment. Within the day, the school will allow for social emotional learning activities to bolster student engagement and wellbeing.