

# 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:  | Morton Middle School  |
| County District School Number:  | 039   |
| School Grade span:  | 6-8   |
| 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<br><input checked="" type="checkbox"/> Math<br><input checked="" type="checkbox"/> Other<br>(Specify)_Science, MTSS__ |
| School Principal Name:  | Matthew D. Williams   |
| School Principal Email Address:   | matthew.williams@ops.org  |
| School Mailing Address:   | 4606 Terrace Drive<br>Omaha, NE 68134   |
| School Phone Number:  | 531-299-2480  |
| Additional Authorized Contact Person (Optional):  | Olivia Bishop   |
| Email of Additional Contact Person:   | olivia.bishop@ops.org   |
| Superintendent Name:  | 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><br><i>(include staff, parents &amp; at least one student if Secondary School)</i>  | <u>Titles of those on Planning Team</u>  |
|--|--|
| Steven Taylor II<br>Shellena Tretheway<br>Matthew Williams<br>Olivia Bishop<br>Kailiyah Taylor<br><br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ | <u>Parent Administrator</u><br><br>Parent<br>Parent<br>Administrator<br>Instructional Facilitator<br>Student<br><br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |

| <b>School Information</b><br><i>(As of the last Friday in September)</i>  |                                      |  |
|---|--------------------------------------|--|
| Enrollment: 714   | Average Class Size: 22               | Number of Certified Instruction Staff: *57 |
| Race and Ethnicity Percentages  |                                      |  |
| White: 29.1 %   | Hispanic: 12.9 %                     | Asian: 9.5 %                               |
| Black/African American: 38.7 %  | American Indian/Alaskan Native: .6 % |  |
| Native Hawaiian or Other Pacific Islander: .1 %   |                                      | Two or More Races: 9.1 %                   |
| Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i> |                                      |  |
| Poverty: 70 %   | English Learner: 10 %                | Mobility: *7.64 %                          |

| Assessments used in the Comprehensive Needs Assessment<br><i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i> |                              |
|---|------------------------------|
| <b>MAP Fall 2021</b>  | <b>NSCAS 2018-2019</b>       |
| <b>MTSS Classroom Observation Data</b>  | <b>School Climate Survey</b> |
| <b>Behavior Dashboard</b>   | <b>Attendance Dashboard</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

|            |   |
|------------|---|
| <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>Data is used from a variety of sources to identify needs of students at Morton. Data was used to create the School Improvement Plan (SIP), data is used to review the SIP plan, and data is also used to make instructional decisions. Principals and Academic Data Representatives from each school attend monthly meetings to receive training on interpreting and using data to improve instruction.</p> <p>evidence:<br/>           -Data Book<br/>           -Morton MS Feb 2022<br/>           -D's and F's, A's and B's review - Individual Grade book, Team grade book<br/>           -Fall MAP - MAP scores PD 10.28</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>Formally, a climate survey is offered to families to complete each year. (Due to the pandemic there is no information for the 19-20 school year.) The school district emails the survey link directly to families. Staff and students complete the survey at school.</p> <p>evidence:<br/>           -data book pgs. 11-12</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>The school improvement plan (SIP) is updated yearly with on-going checks (quarterly and yearly) for implementation.</p> <p>evidence:<br/>           -SIP plan<br/>           -Notes from quarterly SIP review with principal supervisor<br/>           -Morton Classroom Observations Comparative Summary (1)</p>   |

## 2. Schoolwide reform strategies

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| <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>Per our school improvement plan, IXL and MAP accelerator are both used to provide differentiated support for students. Our MTSS program provides a tiered system of support for student behaviors to improve academic focus. Our special education teachers are also teamed and use a blend of co-teaching and pull out for intensive reteaching. This system allows for students not in special education, but in need of support, to receive other supports. Our teams meet multiple times per week to conduct professional development, review student concerns, and if needed hold student assistance team meetings to create a formal intervention plan for that student.</p> <p>evidence:</p> <ul style="list-style-type: none"> <li>-SIP plan pgs. 1-2 and 4-5</li> <li>-Team 6B notes Nov.8-12</li> <li>-IXL progress</li> <li>-Morton Weekly Teams Schedule (1)</li> </ul> |   |

**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>Professional development (PD) is provided primarily through our team meetings. Professional development or data review is done at Morton at least every two weeks. These trainings are offered on top of the district PD that is offered throughout the school year on designated PD days. Principals and Academic Data Representatives from each school attend monthly meetings to receive training on interpreting and using data to improve instruction. We also offer PD through department meetings and staff meetings.</p> <p>evidence:</p> <ul style="list-style-type: none"> <li>-PD calendar 21-22 PD schedule</li> <li>-MAP Tier 1 action plan</li> <li>-MAP PD fall 2021</li> <li>-NSCAS Growth pilot PD 11.11</li> <li>-Lesson Plan Self.Peer Review</li> <li>-Team meeting TL notes 1.31.22</li> <li>-District PD example Agenda IFs 2-9-22</li> <li>-New teachers 1.24.22</li> <li>-February Curriculum Day PD Brochure 2022_1_</li> </ul> |   |

**4. Strategies to increase parent and family engagement**

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| <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> |
|------------|---|

The Morton Middle School Compact was created with the support of families, staff, and students. The focus of the compact was to create a meaningful and equitable compact that would support strong student outcomes. The compact was created and reviewed at meetings on 2/23/22, 2/24/22, and 3/2/22.

evidence:  
 -Morton.TitleI.Compact2021.2022  
 -TitleI.signin.compact.policy.meeting2021.2022

**4.2** *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.*

The Title I Parent and Family Engagement Policy was reviewed on 2/23/22, 2/24/22, and 3/2/22 during our annual Title I family meetings. The policy is also reviewed at a district level meeting during second semester. The policy is shared through our website for access for families. Our district provides ipads to all students with cellular service for access to the internet at both school and home making web access more attainable.

evidence:  
 -Combined -District-and-School-Parent-and-Family-Engagment 2021-2022 (1)  
 -Combined Policy (espanol) 2021-2022 (1)  
 -TitleI.signin.compact.policy.meeting2021.2022  
 -Website screen shot

**4.3** *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.*

The annual Morton Title I meetings were held on 2/23/22, 2/24/22, and 3/2/22 during second semester conferences and the following week. Translation was available but not needed this year.

evidence:  
 -TitleI.signin.compact.policy.meeting2021.2022  
 - TitleI.meeting.2.24.22

**5. Transition Plan**

**5.1** *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).*

Morton Middle School offers a variety of activities to help incoming elementary students transition to our school. An Open House is held in January of the previous school year. Tours and information on Morton are given to prospective students and their families. We have a 6th grade Welcome Camp in the summer with activities for students to get to know staff, meet each other and engage in activities to team build, and get to know the school. The first day of school is for incoming 6th grade students only, 6th Grade Day. The day is set up with all staff welcoming and teaching new students all about the Panther way. We teach expectations, have team building activities, provide tours, and help students learn their way around the school before the 7th and 8th grade students arrive. The second day of school is continued with more activities like those but include 6th, 7th, and 8th grade students.

evidence:

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|--|--|
| -Welcome Camp Schedule #1<br>-6th Grade Day 2021<br>-6thgrade.open.house.2021.2022   |  |
| <b>5.2</b>   | <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>Our Morton counselors offer lessons and support on school selection, school placement, courses - open house information and reminders, discuss transportation options. The high school counselors come to Morton for orientation and registration. Besides learning about classes, students learn about rotary, scholarships, upward bound, TRIO, making histories visible, dance, cheer, marching band, JROTC and help them with paperwork, work permits, PLP. The counselor also meet individually with each student.</p> <p>evidence:</p> <ul style="list-style-type: none"> <li>-Lesson 1 = SAP PPT</li> <li>-Lesson 1 - Student Assignment Plan + Handout</li> <li>-Lesson 2 - High School Application Lesson Plan + Handout</li> <li>-Lesson 2 - HSS PPT</li> <li>-Mast Schedule Timeline - 8th to 9th 21-22</li> </ul> |  |

## 6. Strategies to address areas of need

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| <b>6.1</b>   | <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>Morton extends learning time by offering summer school programming (Next Level Learning NLL) with sessions in both June and July. Academics are increased within the school day through different competitions (Book Blasters, African-American History Challenge, Quiz Bowl, Rotary writing competitions, etc.). The school day is extended through our partnership with Boys and Girls Club of the Midlands called Panther Pack. The summer school sessions offered language arts, math, english as a second language, special education, and STEM classes. During the school year, Panther Pack supports and extends learning by offering programming through the Boys and Girls Club, homework help/tutoring, and many providers. The providers offer program topics like STEM, healthy eating, book clubs, outdoor education, art, and performing arts.</p> <p>evidence:</p> <ul style="list-style-type: none"> <li>-July Next Level Learning Information</li> <li>-Next Level Learning Information</li> <li>-Morton info March 11, 2022</li> <li>-Program Schedule_2021-2022_Session 4</li> </ul> |  |