

# 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:	Masters Elementary
County District School Number:	28-0001-139
School Grade span:	K-5
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) _____
School Principal Name:	Lynnette Keyes
School Principal Email Address:	lynnette.keyes@ops.org
School Mailing Address:	5505 N 99th Street Omaha, NE 68134
School Phone Number:	531-299-1800
Additional Authorized Contact Person (Optional):	Kelli Long
Email of Additional Contact Person:	Kelli.long@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
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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Lynnette Keyes	<u>Parent</u>
Chelsa Hervert	<u>Administrator</u>
Tori Hansen	Instructional Facilitator
Katie Baker	Reading Teacher
Kelsie Peil	5th Grade Teacher
Tara Birch	Parent
Kristin Gryzen	Parent
_____	Title 1 Paraprofessional
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 280	Average Class Size: 23	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 35 %	Hispanic: 13 %	Asian: 7 %
Black/African American: 31 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 12 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 72.1 %	English Learner: 7 %	Mobility: 16.4 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>MAP</b>	
<b>NSCAS</b>	
<b>ELPA</b>	
<b>Amira</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>Goal setting, data tracking/data book and the ADR action items are used to assess student performance on expectations for student learning, evaluate effectiveness of curriculum and instruction, and determine interventions to improve student performance.</p> <p>Throughout the school year, staff participate in grade level and staff meetings in which they interpret and develop a plan of action to meet the needs of all students at their instructional level and grade level. Staff and administration review and discuss building growth goals, School Improvement plans and create action steps for continued and new growth in the areas of reading, math, science, writing, attendance, behavior and wellness. Grade level meetings are held bi-weekly and focus on professional development and data analysis from the MAP assessments. During grade level meetings, staff collaborate and plan together using OPS curriculum guides, state standards and current data to monitor progress in all academic areas. The students take the MAP assessment three times a year. After each assessment, teachers analyze the data and develop a deeper understanding of the students instructional levels allowing them to generate lessons and formulate learning goals that meet the needs of their students.</p> <p>Evidence includes: Masters Data Book, SIP Plan, MAP Data Workbook</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>A parent climate survey is conducted and reports the participants degree of agreement with positive statements regarding the school. Parents, students and staff members are surveyed in the categories of school climate, school safety, parental involvement, equity and respect for diversity and discipline. The survey results are analyzed at the beginning of the school year with staff addressing the needs of the building in each area. The analyzed results then becomes part of the School Improvement Plan at Masters Elementary.</p> <p>Evidence includes: Masters Data book, SIP Plan</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>Our School Improvement Plan identifies strategies, resources and interventions to meet the needs of our students as well as professional development to enhance the teaching skills of our staff. All staff professional development is provided through grade level meetings, TEAM days, staff meetings, school improvement days, and district curriculum days. Data is collected and monitored regularly through grade level data meetings and coaching visits to identify areas of strength and areas that need improvement. Staff is supported throughout</p>	

the year through ongoing coaching sessions and feedback, modeling and co-planning

Evidence includes: Masters SIP, Coaching Schedules, Staff Meeting Agendas

## 2. Schoolwide reform strategies

2.1

*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.*

Masters Elementary follows the District Action Plan that is supported by the Best Instructional Practices Handbook and the district provided guaranteed and viable curriculum and pacing guides. School Improvement meetings are held each month and staff meetings are devoted to professional development, data review and student progress. Necessary adjustments are made to the School Improvement Plan throughout the year as needed.

\*\*\*Masters offers an extra reading support for students who are "at-risk" of not meeting the state academic standards. A reading teacher and paraprofessional were hired to provide additional instruction in the area of reading.

Evidence: Staff Listing, SIP Plan, Coaching Schedule, 2018-19 Best Instructional Practices Handbook and Academic Action Plan Brochure.

## 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.*

We provide a variety of learning opportunities for staff to improve their effectiveness. There is evidence that the school district integrates resources and utilizes support systems to achieve common goals. Every year a professional development plan is created based on the previous year's data. This plan is a collaboration of district-wide PD and building needs. The district supports all staff by offering professional development continuously throughout the school year. Professional development is imbedded in the School Improvement Plan.

Evidence: Staff Meeting Agendas, Coaching Schedule

## 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.*

The Masters Elementary Parent Compact is located in the student handbook, as well as provided to parents/guardians at the start of each academic year. Parents are also welcome to attend Parent Teacher Organization meetings, supporting parents in communication with their child, state assessment, speakers of interest, as well as Title 1.

Additionally, the goal of the Masters Parent Teacher Organization is to increase parental involvement and incorporate shared decisions with parents. In building collaboration amongst parents, a bi-weekly newsletter is

<p>sent home which contains vital information about upcoming school events, in addition to connections are made by the school counselor to provide additional services to both student and families either within the school or providing outside agencies as resources.</p> <p>Evidence: Parent Compact, Student Handbook</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>Masters Elementary works hard to involve our parents in their child’s education. We have many activities and functions throughout the school year to which parents can participate and contribute. We host meetings to review the schoolwide plan and review the parent compact.</p> <p>At the beginning of the year we plan to have a discussion with our parents to review the Title 1 plan highlighting the support within the building. Title 1 will be infused in the PTO meetings on a monthly basis incorporating topics related to State Standards and assessment and academic achievement.</p> <p>Evidence: District Policy, Parent Compact, Parent Letter</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>At the beginning of the school year, parents will be invited to attend a parent meeting to discuss Title 1, and how Title 1 will support the school and the students at Masters. We will explain to the parents and stakeholders the requirements of Title 1 and provide a deeper understanding of the supports and services that will be offered through Title 1.</p> <p>Masters strives to involve our parents in their child’s education. We have many activities and functions throughout the school year to which parents can participate and contribute to the Title 1 plan.</p> <p>Evidence: Title 1 Plan Powerpoint, parent attendance form</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>Teachers collaborate and create class lists for the upcoming school year to best meet student's needs. Kindergarten Round-up is held each year, and incoming kindergartners spend time in the kindergarten classrooms getting to experience time as a Kindergartner while their family fills out forms and hears a presentation from staff members.</p> <p>Families new after the official start of school meet with the school principal and are given a tour of the building. Each family is given a school handbook, current newsletter and lunch menu, as well as an informational page upon enrollment.</p> <p>Evidence: Student Handbook, Most recent Newsletter, Kindergarten Round-Up Flyer</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>

The school counselor and the 4th and 5th grade teachers infuse lessons to develop a deeper understanding of college and career ready goals. The counselor will teach lessons to all students about career and job awareness. Middle school visits are scheduled as well as orientation meetings. Our school counselor works with our students to practice opening locks, reading a middle school schedule, and preparing for the differences in the middle school building. The school counselor also invites a middle school counselor from Morton Middle to talk about transition and what to expect in middle school.

Evidence: Middle School registration lesson, School Counseling Flyer, School Counseling Schedule

## 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.*

Masters Elementary offers a variety of services in order to meet the needs of low-achieving students and increase student achievement. Masters offers additional reading instruction for students in the "at risk" category on the NSCAS and MAP assessment. The school counseling program addresses the students' social and emotional needs and partners with the SAFE program, Connections and the GOALS program. Our Positive Action Center (PAC) works with students that need an extra opportunity for behavioral reteaching. Next Level Learning is offered to students in the months of June and July.

Evidence Included: GOALS Flyer, SAFE Flyer and Connections Flyer, Next Level Learning Flyer, Staff Listing