

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.:	28-0001-214
School Name:	Skinner Magnet Center
County District School Number:	28-0001-214
School Grade span:	PreK-5th
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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Tarina Cox-Jones
School Principal Email Address:	tarina.coxjones@ops.org
School Mailing Address:	4304 No. 33rd Street Omaha, NE 68111
School Phone Number:	531-299-2080
Additional Authorized Contact Person (Optional):	Anna Peters
Email of Additional Contact Person:	anna.peters@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 & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Karolyn Roby Tarina Cox-Jones (Principal)/Lori Nekola (Assistant Principal) Ellen Belt Tiffany Swank Debbie Benes Myra Manuel Leslie Douglas Anthony Moss Julie Bush Billie Bessinger Kyla Sepulveda Ryan Finley	<u>Parent Administrator</u> Assistant Principal Instructional Facilitator PreK Teacher KDG Teacher 1st Grade Teacher 2nd Grade Teacher 3rd Grade Teacher 4th Grade Teacher 5th Grade Teacher Special Education Teacher PE Teacher

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 431	Average Class Size: 20	Number of Certified Instruction Staff: 33
Race and Ethnicity Percentages		
White: 47 %	Hispanic: 17.4 %	Asian: 2.8 %
Black/African American: 61.5 %	American Indian/Alaskan Native: 1.4 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 6.0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 91.0 %	English Learner: 16 %	Mobility: 15 %

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

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>We use our data (classroom assessments, NSCAS Data, ELPA Data, NWEA MAP Data, Amira Progress Monitoring Data, LLI data, progress report and Report Card Data) to assess the needs of our scholars. Especially focusing on those that were not meeting grade level standards and or benchmarks to determine of to plan out differentiated instruction for our scholars. In addition to looking at those scholars that were not meeting grade level standards/benchmarks, we also looked at how to provide additional instructional support for our High Ability Learners, English Language Learners as well as our scholars that receive Special Education Supports. Our Skinner teachers and staff use data from individual grade level Data Books. In their data books, multiple data points such as F&P Levels, Phonics Mastery scores, LLI data, report card data (i.e. break down of grades-and looking at correlation of grades compared to scores on MAP or NSCAS assessments).</p> <p>During Grade Level Data Dives, our classroom teachers, along with members of our instructional leadership team (Principal, Assistant Principal and Instructional Facilitator, Math and Literacy Coaches) dive deeper into their classroom data and grade level data. During these data dives, teachers are able to look at the Assessment results from MAP Data and complete their Quadrant Reports that serves as a powerful visual of where each classroom teacher examines their MAP data and creates a Quadrant Poster for their classroom that shows where their scholars in their classroom fall on the MAP assessments. The teacher has a dot for each of their tested subjects (Red = Math, Yellow = Reading and Green = Science. The teacher gives each schedule a number and their number are put on that dot and placed in the quadrant determined by their MAP results/data points. The teachers use this poster to determine small groups and differentiated instruction for instructional time, at home supports and other support options, such as tutoring when available.</p> <p>When comparing data on NSCAS scores with similar schools, we found that the schools that were doing better than us (with similar student demographics) were spending almost twice as much time completing their NSCAS assessments. So, we used this knowledge to challenge our scholars to take longer on their NSCAS assessments. The determined time "goals" we discussed with our scholars and we let scholars make suggestions and the top vote getters were Slime Party, Chips/snacks party/Game Truck. In addition to the school wide activities, each classroom set classroom/individual prizes that they were working towards. The scholars that met the allotted time "goal" were able to pick from the Slime Party, Chips/Snacks/Game Truck options. (Time Tracker Sheet and Rotation Schedules are included in the folder)</p> <p>The principal met with all of our scholars before taking their MAP tests. During this time, she tied her presentation to March Madness. Her presentation for the scholars had them think about how players in basketball prepare for a game/season and also discussed how the players/teams in March Madness go into the game wanting a win and showing those "watching" how talented they are. She was able to remind scholars that our MAP Assessment is like March Madness time and we want to "showcase our academic talents" and also rank high among schools like ours. She found that the scholars were able to connect showcasing their talents on the court is just as important as showcasing their academic talents. During these presentations, they</p>	

also discussed how they don't like losing to schools near us when we play them in sports and when she showed them how our MAP scores compared to schools we play in sports, the scholars were surprised that some of the MAP scores were a lot less than schools that have similar demographics as ours. The scholars were able to write down how our principal could help them to do their best of their MAP Test. The scholars shared many heartfelt thoughts. Common threads included: having a pep talk before testing, being able to take a break during the assessment, having a peppermint during testing.

In the past, we have had our classroom teachers discuss MAP Scores with their scholars to set Growth Goals or what "score" they would like to hit for their upcoming MAP assessments.

In addition to the school wide activities, each classroom set classroom/individual prizes that they were working towards. MAP data is used at Skinner to work on goal setting and aiming to meet growth goals is to have our yearly "Here's the SCOOP on MAP" goal setting conversations and bulletin board display. Each classroom comes down to the hallway outside of the main office and each scholar is shown where their winter MAP score was and the projected score for each assessment (math & reading for KDG-2nd) and (math, reading and science for 3rd-5th) the scholars are given a colored sticker for each assessment that they will be taking and they are able to place their stickers on the number line to show the growth goal target that they are aiming to hit. All scholars receive a scoop of vanilla ice cream for each assessment that they take and they are able to earn sundae toppings based on their MAP growth goal achievement. Those scholars that exceed their MAP Growth goal(s) are able to turn participating staff members into human sundaes during our school wide End of MAP Testing Celebration.

In addition to using classroom assessments, NSCAS Data, ELPA Data, NWEA MAP Data, Amira Progress Monitoring Data, LLI data, progress report and Report Card Data) to assess the needs of our scholars' teachers also utilize data collected during SAT (Student Assistant Team) data to help support their scholars. SATs can be academic based as well as behavioral based.

Our attendance team also uses data from our Attendance Dash Board to determine supports needed for our scholars that have higher absence rates. Our attendance team meets weekly to discuss the data from the dashboard and milestones. We continue to partner our scholars up with Skinner Staff members (certified and classified) as part of our Success Mentors program.

This year, we have made sure to pay close attention to the attendance of our scholars who have been remote for the whole school year. Our attendance team members divided up the list of remote learners and did attendance check ins for all remote scholars. For those remote scholars that had high numbers of absences, we created a flyer reminding them about the times that they needed to log on in the morning for morning announcements, class meetings and live streamed academic times. The members of the attendance team each have a small group of our remote scholars with the highest number of absences that they check in with via TEAMS or on the phone on a regular basis.

Our special area teachers each have a selected grade level that they check in via TEAMS with all of the remote learners from that grade level once a week to provide support for remote learning in the special's areas.

Right before spring break, we started seeing more PAC (Positive Action Center) and Office Referrals after lunch with our 5th grade scholars due to them all being in one area for indoor recess. Since we continued to see the scholars having more referrals after lunch, we used that data to divide our three 5th grade classes into separate groups for lunch recess. (see attached March calendar)

1.2

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.

Due to the national health emergency (i.e., COVID-19) the spring school calendar was impacted. This affected the collection of the Climate Survey responses; therefore, the 2019-2020 Climate Survey results are not displayed in the school Data Books.

Traditionally, the School Climate Survey Summary reports the survey participants' degree of agreement with positive statements regarding the school. Climate Scores are an average rating between 1 (Strong Disagreement) and 5 (Strong Agreement). A score that is close to (5) indicates higher agreement, which is desired. Scores that are below the midpoint (3) and closer to (1) indicate consistent disagreement and should be examined. An average rating summarizes the responses of students, parents and staff members for each of the survey categories: School Climate, School Safety, Equity/Respect for Diversity, and Discipline.

1.3

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.

Each year, we utilize formal data points such as NSCAS and MAP scores to determine areas of improvement, growth and focus for our staff, scholars and school over all. We use these data points along with teacher and staff input on what they feel they would like to learn more about that would help them continue to grow in their role/position. We also ask for suggestions and ideas on professional development topics/foci that we incorporate into our SIP (School Improvement Plan) and implement during our staff meetings, grade level meetings and professional development days.

During Spring of 2020, while staff were working from home, we were able to have staff pick from various professional development books we had multiple copies of on hand and staff were able to read their book of choice and in May, we were able to have book discussions via TEAMS over the various books staff members (certified and classified staff) read. Each book discussion had a facilitator and we asked staff members that aren't part of our instructional leadership team to facilitate the book discussions and it was nice to see a staff member in each book group use their teacher leadership skills to facilitate the book discussion.

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.

We have a high student of color population here at Skinner Magnet Center. We have been working hard to recruit more teachers of color in our school as well as to help support our teachers and all staff on how to be culturally responsive and best meet the needs of our most diverse scholars. We have provided various professional development over the years to staff in multiculturalism, diverse students, classroom management, classroom engagement activities and best practices. We have also worked with District Curriculum Instruction and Support Staff, local, state and nation educational consultants around Student Achievement, Utilizing MAP Data for Student Success, Best Instructional Practices/High Probability Strategies, Coaching and Meeting the Needs of Diverse Students. We have also integrated these topics into our book studies, staff meetings, grade level meetings and professional development days. (SIP Plan, Book Study Options, Meeting Calendar, and additional items used for Professional Development are included in the folder)

Our teachers utilize their classroom assessment data to form their small groups for math and reading as well as for Phonics Mastery and LLI groups. (Materials included in the folder)

As a school, we also have scholars that participate in Success Mentors (we look at our Attendance Dashboard Data to determine eligibility for participation in Success Mentors). We first look at the scholars with the highest

absenteeism and then look at those with the highest absenteeism and cross reference them to see which ones also have academic and or social emotional learning needs. We take the cross-referenced list of names to start matching our Mentors (Skinner staff members-certified and classified) This is also one of the strategies we use as a Tier 2 Intervention for our scholars. (Success Mentor and MTSS-B Diagram are included in the folder) Another way that we provide additional assistance to our scholars who are at risk of not meeting the challenging state academic standards is our SAT (Student Assistance Team) Process. (SAT Documents have been included in the folder)

3. High quality and ongoing professional development

<p>3.1</p>	<p><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>
<p>Each year, we base our Professional Development for the upcoming school year off of our data: assessment, attendance, behavioral/referrals and other climate/building needs that come up over the course of the school year. Our PD Calendar and SIP reflect the various data points & findings. They also reflect suggestions from Skinner staff members. (A copy of our SIP at a Glance and PD Calendar are included in the folder)</p> <p>During Spring of 2020, we were able to have staff pick a book from a mix of them that we had on hand to read as part of our book study/book discussion. Staff (classified and certified) were all able to pick a book to read and participated in a book discussion facilitated by various teachers and or paraprofessionals. (we intentionally had other sign up as facilitators that aren't part of our instructional leadership team). Book List is included in the folder)</p> <p>We have also worked with educational consultants such as Dr. Kathy Kennedy. She has worked with our Instructional Leadership Team on Instructional Coaching as well as Leadership Development, Strategic Planning, Mission and Vision statements and CORE Values and also Best Instructional Practices and High Probability Strategies. (A copy of evidence is in Consultant Evidence Folder inside of main 3.1 Folder)</p> <p>We worked with educational consultant Shawn Hurt. He presented to our staff, visited classrooms, participated/co facilitated grade level meetings focusing on high expectations of our scholars and strategies and ideas on how to use NWEA MAP results to drive instruction and we also completed a discussion around his book. (A copy of evidence is in Consultant Evidence Folder inside of main 3.1 Folder)</p> <p>Each staff member (classified and certified) were all given a copy of Principal Kafele's book: A Handbook for Teachers of African American Children. He kicked off our 2020 school year with a Virtual Keynote via Teams. All staff members participated: cafeteria, custodial, paraprofessional, teachers, and administrators. After his keynote, each staff member was able to place a dot on which of his "50" I's for Effective Teaching. (A copy of evidence is in Consultant Evidence Folder inside of main 3.1 Folder)</p> <p>We take a bus tour of our Skinner Home Attendance Area as well as a mini tour of North Omaha to help our staff (that are not familiar with where our scholars live and or the rich history of North Omaha). Staff always come away with new knowledge of our Home Attendance Area and of North Omaha as well. (Photos from our last bus tour are included in the folder)</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>Traditionally, we have parents/guardians/teachers/staff members review our School-Parent Compact during Spring Conferences. We have hard copies of the compact available for parents/guardians (and their child/children) to pick up as they enter the building for conferences and ask them to look it over as they wait for their conference to begin and or to review it after their conference before they leave the building. Parents/guardians will bring back their copy of the compact and they discuss their thoughts, ideas and suggestions with a member of the Instructional Leadership Team and their suggestion, ideas and thoughts are compiled for use when updating our Compact.</p> <p>Skinner staff members are able to share their ideas, thoughts and suggestions during a grade level meeting shortly after Spring Conferences.</p> <p>We also seek input, suggestions and ideas from our 3-5th grade scholars after Spring Conferences. The information from all three sets of stakeholders is compiled to create our revised/updated Compact. (Current Compact is in folder)</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>Each year, we have one or two parents/guardians from Skinner serve as representatives at the District Title I Parent Meeting where they are able to participate in the updating of the District Title I Parent and Family Engagement Policy.</p> <p>Skinner parents/guardians receive a copy of the Parent and Family Engagement Policy along with the Right to Know Clause in our Student and Family Handbook at the start of each school year. (A copy is in the folder)</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>Due to the national health emergency (i.e., COVID-19) we held our annual Title I Parent Meeting via Microsoft TEAMS. We tied this meeting into one of our Virtual Family Nights. Before we had our "Gingerbread Man Loose at Skinner family night activities. (A screen shot of the attendance sheet from TEAMS in included in folder along with the agenda from the evening.)</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>The early childhood program at Skinner collaborates with the Early Learning Center at Skinner (that is next door) to help make a smooth transition for their three-year old's that transition to Skinner's PreK classrooms during the school year (when they turn three) and or when they start PreK in the fall after turning three. Our PreK teachers and paras meet with the OELC staff to discuss what has worked in the past to have a smooth move for their students to Skinner.</p>	

Our PreK and Early Childhood Teachers and Para's and Early Childhood Coach work with our Kindergarten Teachers and Paras to provide a smooth transition for our PreK scholars into Kindergarten. During the month of May, the scholars who are transitioning to Kindergarten at Skinner spend a day in one of the Kindergarten classrooms. We have found that this helps the PreK scholars get a glimpse into the world of Kindergarten and helps them to meet their potential teachers.

We traditionally host Early Childhood Application Days at Skinner where potential PreK Scholars are assessed to determine if they will be participating in PreK in the fall.

Traditionally we host in person Kindergarten Round Up for our incoming Kindergarten Scholars, but due to the national health emergency (i.e., COVID-19) we were not able to have families come into Skinner for RoundUp but we were able to support parents/guardians of incoming scholars with the online Kindergarten registration process. (Supporting documents are in the folder)

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).*

Each Spring, our elementary counselor works with each of the middle school counselors to set up registration dates. Each of our middle schools comes to Skinner and meets with the 5th grade scholars that are registered at their middle school. During this time, the counselors discuss middle school courses, schedules and answer questions that our 5th graders may have. In addition to the counselors talking with our 5th graders, we also try to have a student panel or student guest speaker. We have found that the 5th graders are able to relate to a Skinner Alumni who is maybe a current 6th or 7th grader at their future middle school. The Skinner Alum shares tips and suggestions to our 5th graders. They are also able to answer questions that the 5th graders have.

Due to the national health emergency (i.e., COVID-19) the spring school calendar was impacted and we were not able to host our annual middle school registration/transition sessions. Our 5th grade teachers and PTA put together "graduation" festivities for our 5th grade scholars. Our administration was able to obtain a t-shirt from each of our middle schools and scholars were able to take a picture standing next to the display from the middle school they would be attending in the fall. (Pictures are included in folder)

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.*

During Spring Conferences, our classroom teachers select scholars that they feel would benefit from Summer School. Scholars are signed up during our Spring Conferences. (Summer 2020 Criteria are in Summer Learning Folder)

In the past, we have offered Tutoring for our scholars, but with COVID-19, we did not offer our traditional tutoring program. (Previous year flyer is included in the folder)

For summer 2021, all of our scholars will be able to enroll in Next Level Learning. This will provide the potential of 7 weeks of additional learning for our scholars. (Next Level Learning handout is in the Summer Learning Folder)

In addition to Summer Learning opportunities, we were able to provide STEM Kits to our 4th and 5th Grade scholars over Winter Break and KDG-3rd grade scholars over Spring Break. Not only were our scholars able to learn about STEM over the breaks, they were also able to engage in Social Emotional Learning activities as well. (Handout is included in folder)

We took advantage of the iPads that all of our scholars had at home in the evenings and over the breaks. We held multiple Virtual Family Nights and also hosted Read-A-Louds over Winter Break. The Read-A-Louds covered multiple Winter Holidays and activities. (Evidence of these activities are in the folder)

Included in the folder are copies of our Black History and Women's HERstory Month calendars. We provided additional opportunities for our scholars and staff to learn about influential African American's and Women during the lunch hour. Each day, during the month of February, the scholars and staff were able to watch a video, listen to a Read-A-Loud or other activity that focused on the African American we focused our theme day around.

Our 5th grade scholars helped us to learn about Influential Women for Women's HERstory month. Scholars that were interested in teaching us about women they felt are important for us to learn about were able to pick a woman to research and complete a short presentation about their women and it was shared with all of our scholars and staff over the lunch hour. (A copy of the calendars are included in the folder)