

# 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:	Walnut Hill Elementary
County District School Number:	28-0001-187
School Grade span:	PK- 6th
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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Nicole Longlee
School Principal Email Address:	nicole.longlee@ops.org
School Mailing Address:	4355 Charles Street Omaha, NE 68131
School Phone Number:	402-554-8644
Additional Authorized Contact Person (Optional):	Alicia Gillespie
Email of Additional Contact Person:	alicia.gillespie@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

<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>
_____ Nicole Longlee Alicia Gillespie Shannel Dantzler Jacqueline Hotz Linda Tonack Andrea Lorenz Rachel Wilson Lauren Trejo Lindsay Chavez _____ _____	<u>Parent Administrator</u> Principal Assistant Principal Instructional Facilitator Counselor K teacher 1st grade teacher 6th grade teacher 3/4 teacher Parent _____ _____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 436	Average Class Size: 18	Number of Certified Instruction Staff: 30
Race and Ethnicity Percentages		
White: 13.5 %	Hispanic: 23.8 %	Asian: 21.4 %
Black/African American: 32.6 %	American Indian/Alaskan Native: 2.1 %	
Native Hawaiian or Other Pacific Islander: .5 %		Two or More Races: 6.1 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 92 %	English Learner: 33 %	Mobility: 11.1 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	<b>MAP</b>
<b>ELPA</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>Walnut Hill bases our instructional plan on state standards. To assess the effectiveness of our instruction, we analyze our student data. Our data is based on state tests (NSCAS), common assessments, and our predictive district tests (MAP). This year we also began to use Amira data. Building administration, our school counselor and school social worker also utilize our attendance data to determine if students' absences affect academic performance. The following are in the folder: MAP reports (Fall to Fall scores), as well as the 2019-20 Walnut Hill Data Book, which includes multiple MAP data reports. We analyze our student data from these tests results based on our entire population as well as the approved Title I subgroups which include gender, ethnicity, poverty, ELL status, migrant status, and special education demographics. Also, is a copy of our Grade Level meeting agenda, which shows that planning for and analyzing common assessments (which are based off of state standards) is part of our normal routine. Lastly, there are pictures of the data wall that we utilize to track, analyze and plan from during grade level meetings.</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 climate survey is administered to all clientele related to our school, including students, staff, and parents each year in the month of March, with the exception of March 2020 due to the pandemic and the disruption to the school year. Each year the district sends us climate surveys for parents, in English and Spanish. Climate Surveys are distributed during spring parent teacher conferences. Parents can fill out surveys at a parent tables at the front of the building, hosted by the school counselor and other staff, during Parent/Teacher conferences. Parents with respect to their privacy and anonymity complete surveys with the ability to provide honest input. Surveys are collected and placed in a sealed locked box. With our large ELL population, we also have interpreters on hand to translate for parents to other common languages of the school. We submit all surveys to the district office. The results of the 2018-2019 Walnut Hill climate survey can be found in the folder 1.2</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>Walnut Hill's improvement plan aligns directly with our data to reflect our areas of need. In ELA (English/Language Arts), our goal is to increase the percentage of students identified as being on track or college and career ready from 19 to 24%. Strategies for this can be found in the Best Instructional Practices Handbook (BIPH included in folder): Literacy Strategies Across Content Areas - Section 4, Differentiation - Section 8; Assessment - Section 9; Balanced Literacy - Section 11. Multiple Professional development opportunities were provided to focus on this goal, including the example in the folder of 3.1. In math we plan to increase our percentage of students on track from 24 to 29%. We have multiple strategies that we will focus on that are included in our SIP at a glance found in the folder. Our focus for these two areas will include deliberate and detailed planning, while reviewing and incorporating research-</p>

based math resources. This year Walnut Hill continued to implement best MTSS-B (Multi-Tier System Support - for Behavior) strategies. This is indicated in our SIP along with academic areas. Success is determined by improvements in these areas on the climate survey (folder 1.2) as well as the assessment data at the district, state and norm reference tests, behavior referrals, (Data Book folder 1.1). In this folder you will find Walnut Hill's SIP Plan. Goals are located on pages 2 and 3. Our SIP is a working document. The administration, facilitators and staff visit is frequently checking for needed changes and updates. Grade level meetings are indicated in the plan as well as professional development.

**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>Strategies that we are implementing are scientifically research-based to raise student achievement. Included in this section is the district's Academic Action Plan to raise student achievement as well as the district's Best Instruction Practices Handbook (BIPH) (located in Folder 3.1). These two documents guide and support staff in developing plans of support for all students including struggling students. Data is collected and strategies are reviewed ongoing. The SIP is updated and changed on an ongoing basis. During grade level meetings teams review and make changes while planning together. Teams have also developed student goal sheets that are based off classwork, class observation and MAP data. Included in this folder are examples of goal setting sheets and grade level meeting agendas that reflect teacher focus and conversations regarding student progress and professional development to support the teachers and the SIP. Please refer to the SIP in folder 1.3.</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>Our staff members are highly qualified to teach our students. Our district's Academic Action Plans and our school's SIP Plan guide the strategies that we implement to increase achievement and improvement in areas of need. Strategies are developed through our professional development plan, which is part of the overall SIP Plan. Walnut Hill has a uniquely diverse population with many cultures and over thirteen languages spoken. Our specific needs include our ELL population with some of our newcomers coming from refugee circumstances as well as our many ethnic demographics. Special education is also an area of need. To address these needs, staff members are provided with professional development during grade level meetings and staff meeting. New teachers participate in the district's mentoring program (handbook included in folder). The instructional facilitator organizes the teachers and sees that they visit other schools as well are given time to collaborate. Walnut Hill also provides two half-day new teacher PD. Once each semester, this includes other information that may not have been covered during district new teacher meetings and is also driven by teacher request. In addition, the Walnut Hill leadership team meets with all new teachers quarterly to address any other pertinent information. Staff (certified and classified) attend additional professional development opportunities such as the ESL conference and training through our Special Education department and English Language Department. All professional development enhances teachers performance and students achievement. Professional Development is driven by Walnut Hill's Schoolwide Improvement Plan. School based professional development that focused on technology and engagement, strategies to differentiate for all</p>	

learners and how trauma affects learning was also focused on at the building level this year. See sample agenda of a PD at Walnut Hill in folder 3.1

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

<p><b>4.1</b></p>	<p><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>
<p>The School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve. At annual parent teacher conferences the compact will be discussed as it relates to each individual student. A written compact is given to each family at the beginning of the year and signed off on by each stakeholder. This year we attempted to retrieve as many signatures electronically as possible, due to the pandemic.</p>	
<p><b>4.2</b></p>	<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>We have strong support from the families of Walnut Hill students. There are many opportunities for parents to participate and engage in the school-wide improvement process. Parents can work through our Parent Teacher Association (PTA), they can communicate through our Family Liaison Specialist, and they can be active members on our school’s SIP Committee. All of these avenues give parents a chance to give opinions, provide feedback, or voice concerns on issues. Each year, parents voluntarily complete a climate survey during spring Parent/Teacher conferences. In 2021 this was unable to occur due to the pandemic, however, every year before that it was administered. Walnut Hill Elementary School follows the parental policy in accordance with the ESSA. The parent involvement policy and the plan to implement it, has been developed Walnut Hill staff with input from parents and community members. We clearly communicate to parents that we work together as a team to ensure their child’s success. Each person of the team, including staff, parents, and students have a specific role and it is outlined in our School’s Compact. Walnut Hill has several family night activities that encourage parent/family participation with the staff and provides learning opportunities for the students. Included in this folder : Walnut Hill School-Parent Compact, Information from our Spring Family Night and examples of the monthly newsletter that goes home to parents.</p>	
<p><b>4.3</b></p>	<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 Walnut Hill the Title I Parent meeting is being held on March 18 from 5:00-5:30 via Microsoft Teams. This meeting is being held in conjunction with our Title I Family Night. Traditionally, the meeting would be held during Open House, however, due to the pandemic it was pushed back. Sign in sheet is included in folder 4.3.</p>	

#### 5. Transition Plan

<p><b>5.1</b></p>	<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>
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<p>We have a transition plan in place for our incoming pre-kindergarten and kindergarten students. Parents are encouraged to enroll their children, if age requirements have been met by July 31st. Flyers have been sent home and parents are also notified on social media. The flyers are included in the corresponding folder.</p>	
<p><b>5.2</b></p>	<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>
<p>Walnut Hill's counselor teaches several lessons throughout the year that focuses on middle school transition. There are several issues that are taught as part of the curriculum: social, emotional relationships, peer pressure, drugs and alcohol, healthy choices, time management, extra-curricular activities, combination locks and being a responsible student in middle school. Documentation is included and takes several lessons that are taught whole group, small group and on an individual basis.</p>	

**6. Strategies to address areas of need**

<p><b>6.1</b></p>	<p><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>
<p>We provide Saturday School for students that need extra support in reading and/or math. This tutoring program is led by classroom teachers and is offered to all student K-6th grades. It is data driven instruction that is intentionally planned to meet the individual student's needs. Summer school is offered to students that need additional support or reteaching of math, reading and writing. When a student is not making adequate progress, we also hold a Student Assistance Team meeting. Teachers and parents identify academic struggles for the student. As a team, we come up with interventions and track data on their progress. Another SAT meeting is held to discuss if the interventions were successful or if they need to be adjusted to help the student make more substantial progress.</p>	