

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:	Lewis and Clark MS
County District School Number:	28-0001-029
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 <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify) _Science, Social Studies, MTSSB, Social Emotional, Dropout Prevention__
School Principal Name:	Danielle Brandt
School Principal Email Address:	danielle.brandt@ops.org
School Mailing Address:	6901 Burt Street Omaha, NE 68132
School Phone Number:	531-299-2400
Additional Authorized Contact Person (Optional):	Philip LaFleur
Email of Additional Contact Person:	philip.lafleur@ops.org
Superintendent Name:	Matthew Ray
Superintendent Email Address:	matt.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
---	---

<p align="center"><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center">_____</p> <p align="center">Dr. Tyree Sejkora Lisa Tingelhoff Philip LaFleur Shellie Whitsett Magdalene Conley</p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"><u>Parent Administrator</u></p> <p align="center">Principal Assistant Principal/Data Administrator Math Teacher/Academic Data Rep Parent Student</p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p> <p align="center">_____</p>
--	--

School Information
(As of the last Friday in September)

Enrollment: 892	Average Class Size: 20	Number of Certified Instruction Staff: 60
Race and Ethnicity Percentages		
White: 33 %	Hispanic: 23 %	Asian: 10 %
Black/African American: 32 %	American Indian/Alaskan Native: 0.5 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 6 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 75 %	English Learner: 10 %	Mobility: 10.76 %

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>At the start of 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 (included in the folder). The research department also provides a workbook with suggested worksheets and activities that can be used with the leadership team, staff, or stakeholders. One example, "Data Retreat Foldable," is a handout filled out by the leadership team at the start of the school year.</p> <p>At one of the opening meetings, the leadership team presented information from the data book. We spent time as a staff, discussing ways we could alter the School Improvement (in the folder) to better serve the needs of our students. This year, we focused a great deal on improving attendance in an effort to help students get caught up after a disruptive previous year and a half. In previous years, we gave rewards (donut, cookie, etc) to students would were meeting the district's 95% attendance goal. The school improvement plan highlights the steps taken by teachers, counselors, and the leadership team to address students who are missing too many school days.</p> <p>Due to the arrangement of our schedules last year (50% in physical attendance & 50% in remote attendance), the discipline data from last year was not reflective of a normal school year. In a typical school year, we would spend time, as a staff, making observations about behavior issues (what they were, when did they occur, how many students received behavior referrals, etc) and brainstorming possible interventions. Throughout the school year, the leadership team and the MTSSB committee review referral data and again, look for possible solutions.</p> <p>This year was quite different in regards to testing data usage. Due to COVID-19, only 50% of our students took the MAP test last year. While the data was presented to staff at the start of the year, it was decided that it would be best for our students if we waited to make changes until after the September MAP test.</p> <p>All students took the MAP test in September. At that point, teachers reviewed the results independently, and discussed the building wide results at the monthly PLC meeting. In some cases, students were moved from one class to another (on grade level to honors and vice versa) based on these results. Prior to the fall student-led conferences, teachers and students talked about realistic goals in their home base, and students filled out a goal setting sheet based on their RIT scores. Ways to reach those goals was also discussed.</p> <p>Student Assistance Team meetings are conducted to address academic and behavior issues for students. Parents are involved in these meetings along with core teachers, a resource teacher, and a counselor or administrator. These meetings provide an opportunity for parents, students, and staff to develop a set of</p>	

strategies designed to support the student. This is documented (in the folder), data is tracked, and meeting is scheduled to reconvene to discuss the effectiveness of those strategies. At that time, it is determined what, if any, further action is needed to support the student.	
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>For this year, and our initial application, a discussion was had with parents about what being a Title 1 school means, what it could potentially mean for LC, the Family Engagement document, and any changes that needed to take place to the compact. Going forward, multiple conversations like this would take place at the monthly PTO meetings. Even without the Title 1 label, the leadership team currently meets with the PTO to discuss student, staff, and building needs.</p> <p>Another source of information is the climate survey (results can be found in the data book). Each spring, parents, students and staff are asked to complete a survey about LC. The feedback gained from this survey is then reviewed by the admin team, and a plan of action is made to address any areas of need.</p> <p>Unstructured, individual conversations are had with parents and families on a regular basis throughout the year. This could be with parents who called/came to school because of a concern they had, with parents who come to school for a SAT or an IEP for their student, with a parent who comes to parent teacher conferences, or a conversation a teacher has with a parent. Communication with parents, families and the school takes place daily. All of those conversations are taken to assess the needs of our students and school.</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 Improvement Plan is a work in progress. It changes as the leadership team or departments see fit, in an effort to meet the needs of the students at LC. At the start of the year, the SIP plan is based on the data book provided by the district research team. After students are in the building, the plan changes based on possible new programs put into place (MAP Accellerator for Math) or based on a new need to focus on tardies to school or overall attendance. Over the course of this school year, the attendance portion has been modified to better reflect the current COVID-19 effect on attendance.</p> <p>At the end of each quarter, MAP and class assessment data is reviewed. From there, it is determined whether students need additional support, and what that support might look like. Once a month, the leadership team discusses the data from coaching visits. It is then determined what course of action must be taken to improve instruction, specifically the use of Learning Goal and checking for understanding.</p>	

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>TeamMates Mentoring is a program that provides students with mentors from 3rd grade through high school. Students can be nominated by staff to receive a mentor through the TeamMates program. The building coordinator processed those recommendations and works with the TeamMates program to find mentors for those students. Once a student is matched with a mentor, that mentor visits their mentee weekly to build a positive relationship that will help that student reach their full potential. Having a TeamMates mentor has proven to show increases in student attendance, behavior, and academic outcomes. At Lewis and Clark, we</p>	

currently have 10 students that have been matched with mentors. All of these matches started in elementary school and have continued into middle school. On the typical visit, mentors see their mentees during their lunch period, where they catch up about academics and home life while playing games or enjoying a walk around the building.

Student Assistance Team meetings are conducted to address academic and behavior issues for students. Parents are involved in these meetings along with core teachers, a resource teacher, and a counselor or administrator. These meetings provide an opportunity for parents, students, and staff to develop a set of strategies designed to support the student. This is documented (in the folder), data is tracked, and meeting is scheduled to reconvene to discuss the effectiveness of those strategies. At that time, it is determined what, if any, further action is needed to support the student.

All LC students are given the opportunity to sign up for Trailblazer Tutoring Time (in folder). Students sign up for this tutoring session every Tuesday, Wednesday and Thursday. At each of these sessions, there is at least one Math and one ELA teacher present.

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.

At LC, the first Monday of every month is a faculty meeting. This time is used to discuss "building business" to ensure that everyone is informed about what is going on in the school. The rest of the time is used for various PD experiences. Our focus is on the different aspects of learning goals and checking for understanding. The expectation is that teachers will implement the strategy discussed during the following weeks. During the next 4 weeks, the leadership team does coaching visits and collects data on when they are seeing from the teachers' lessons. At the faculty meeting, teachers are asked to provide samples of work and the leadership team presents the data that they collected.

The third Monday of every month is used as PLC time. This can be a basic department meeting where teachers share what they are doing in their classrooms, discuss grading methods and checking for consistency, or teachers can use this time to co-plan to ensure that everyone is on track with the district/building pacing guides. This day can also be used to review the IB unit planners and discuss ATL skills that the department is focussing on at that point.

Other professional development takes place during district designated days. These are typically done in rotations that are between 30 and 40 minutes. The PD calendar provides a list of topics for all dates and a list of certified staff who participate in the PD is in the folder.

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 school-parent compact was discussed with parents at the February parent teacher conferences. Parents were given the opportunity to read the compact and offer any suggestions for change. After asking for clarifications, parents were satisfied with the wording of the document. (I misplaced the sign-in sheet from conferences, so I met with a two additional parents and students separately from conferences.) The compact

will be distributed to students via our school handbook and to parents and families through the first newsletter of the school year.

A copy of the compact is in the folder, as well as the attendance list.

Going forward, these discussions will take place at our PTO meetings at the beginning of the school year.

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 1 Parent and Family Document was discussed at the February parent teacher conference as well. Parents were given a chance to read through the document and ask questions for clarification. Next year, this will be distributed to students via our school handbook and to parents and families through the first newsletter of the school year.

A copy of the Parent and Family document is in the folder, as well as the attendance list.

Going forward, these discussions will take place at our PTO meetings at the beginning of the school year.

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.*

This year, the Title 1 parent meeting was held during the February parent teacher conferences. A copy of the attendance list is in the folder. Going forward, these discussions will take place at our PTO meeting at the beginning of the school year. (I misplaced the sign-in sheet from conferences, so I met with a two additional parents and students separately from conferences.) In all instances, I went over the following: 1) What does it mean to be a title 1 school, 2) the Family Engagement Policy and 3) provided an opportunity for parents and students to give feedback on the Compact.

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).*

We give prospective students and families many opportunities to learn about LC. The first is an open house for incoming 6th or 7th graders that takes place in January. During this time, families learn about different programs and classes that we have at LC. We use a passport system to encourage families to see everything that we have to offer. Families are given tours of the building and are given a chance to speak to teachers, counselors, and administrators.

In the late spring, LC counselors are going to send a video that they create to all incoming 6th and 7th graders. This video will be a mini-orientation to middle school where they talk about electives and required courses. The video will then lead the parents and students through the online registration process. If parents and students do not participate in the registration, the LC counselors will then visit those students at their elementary schools to register them.

During the first weeks in June, LC offers the Jump Start program. This is a one week program of half days, where students get tours, participate in team building activities, learn about the different staff members they will likely encounter, reading schedules, time management, and social emotional learning.

At the end of July, we have an Early Bird registration. At this time, parents fill out paperwork that the school need for the year (lunch applications, student information, fees, etc.). We assist parents with signing up for a Parent Portal account, which allows them to monitor their student's grades throughout the school year. While parents are doing this, student ambassadors provide tours for the students, walking them through their schedule. At this time, parents and students are given the opportunity to ask questions of teachers, counselors, or administration, and make any necessary changes to their schedules.

Our first day of school is for 6th and 7th graders. For this day, students move through all eight of their classes where they learn about their schedules, learning building staff members, the MTSSB rubric, lunch procedures, goal setting, dress code, before and after school procedures, and a chance for Q&A. Many of the same lessons are reviewed throughout the entire first week. During the second week, counselors go into classrooms and do mini lessons about transitioning to middle school, and how to reach out to their counselors if the student is struggling making the transition.

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).

Starting in December, LC counselors go into classes and present 4 lessons for 8th graders. These lessons included information about: each high school and their pathways, GPA and earning credits, how many credits needed to graduate and in what subjects, and student assignment plan and transportation.

In the past, all OPS high schools came to LC during lunch. They set up tables with information and had 2-3 staff members present. They answered questions from the students and provided them with a pamphlet about their school. With COVID, this did not happen this year.

In January, all OPS high schools offered an open house where all 8th graders could visit and learn about their school. Each school had tours and presentations highlighting what their school has to offer. Parents and students then complete the student assignment plan.

After students have been assigned to a high school, the high school counselors come to LC to meet with students twice. The first time they meet in groups where the counselor highlights programs and courses that their school has to offer. They then discuss requirements for graduation, their class registration from, and do a Q&A session. Two weeks later, the counselors return to meet one-on-one with students to officially register them for classes.

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 a part of the LC school improvement plan, staff analyze MAP and classroom assessment data to target student individualized practice. In math classrooms, students use MAP Accellerator and Khan Academy to improve target areas based on this data.

All LC students are given the opportunity to sign up for Trailblazer Tutoring Time (in folder). Students sign up for this tutoring session every Tuesday, Wednesday and Thursday. At each of these sessions, there is at least one Math and one ELA teacher present.

Throughout the course of the day, students identified with a specific learning disability or an English learner have co-taught classes with the team's resource teacher or the EL para. In those classes, the resource teacher or para provide additional support (one-on-one or small group). Also, students who have been identified as below reading level have a reading class.

At the end of the school year, students are identified by the school and district, and given the opportunity to attend our summer school program (Next Level Learning in folder). Due to loss of instruction during the past 2 year from COVID-19, all students have the opportunity to sign up this summer. A post card is mailed home, and parents just need to sign their student up. There are morning, afternoon, or whole day options at LC. It is also split up into monthly sessions. This maximizes the opportunities for students.