

# Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education  
County District and School Numbers in the table below.

District Name:		Douglas County School District	
County Dist. No.:		0001	
School Name:		R M Marrs Magnet Center	
County District School Number:		883	
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 type="checkbox"/> Other (Specify) _____	
School Principal Name:		Angelique Barone	
School Principal Email Address:		Angelique.Barone@ops.org	
School Mailing Address:		5619 S 19th Street	
School Phone Number:		(531) 299-2420	
Additional Authorized Contact Person (Optional):		Catherine Twitchell	
Email of Additional Contact Person:		Catherine.Twitchel@ops.org	
Superintendent Name:		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

Names of Planning Team <i>(include staff, <b>parents</b> &amp; at least <b>one student</b> if <b>Secondary School</b>)</i>			Titles of those on Planning Team		
<p>_____</p> <p>Angelique Barone</p> <p>Tracy Mitchell</p> <p>Catherine Twitchell</p> <p>Melissa Turner</p> <p>Mary Kilnoski</p> <p>Jordan Dzingle-Schmitt</p> <p>Brenda Larsen</p> <p>Heather Mahlberg</p> <p>Heidi Malowski</p> <p>Joel Wisdom</p> <p>_____</p>			<p><u>Parent</u></p> <p><u>Administrator</u></p> <p>Principal</p> <p>Assistant Principal</p> <p>Instructional Facilitator</p> <p>ELA Teacher</p> <p>Math Teacher</p> <p>Math Teacher</p> <p>ELA Teacher</p> <p>Special Education</p> <p>Assistant Principal</p> <p>Assistant Principal</p> <p>_____</p>		
School Information <i>(As of the last Friday in September)</i>					
Enrollment: 1,248		Average Class Size:		Number of Certified Instruction Staff: 99	
Race and Ethnicity Percentages					
White: 9 %		Hispanic: 86 %		Asian: 0 %	
Black/African American: 2 %		American Indian/Alaskan Native: 0 %			
Native Hawaiian or Other Pacific Islander: .02 %				Two or More Races: .01 %	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>					
Poverty: %		English Learner: 22.0 %		Mobility: 7.1 %	

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
MAP Growth	NSCAS
ELPA 21	District Common Assessments: Math, Science, Social Studies and ELA

*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	<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>The Marrs SIP team uses a number of data points as a part of the annual comprehensive needs assessment, data analysis and planning process. The data review includes:</p> <ul style="list-style-type: none"> <li>demographic data,</li> <li>student achievement,</li> <li>classroom level data,</li> <li>climate and behavior data,</li> <li>course enrollment,</li> <li>attendance and economic data.</li> </ul> <p>Student Achievement Data. All student participate in the NSCAS, MAP and ELPA 21 assessments. The NSCAS is a summative assessment given which measures a student's performance against Nebraska state standards. Student in grades 6 - 8 participate in the NSCAS ELA and Math, Students in grades 6 and 8 participate in the NSCAS Science assessment. In addition to the NSCAS assessment, students take the MAP assessment in grade 6 - 8. MAP measures a students score against a grade-level norm to determine a if a students is below, at or above grade level. This test is given three times per year fall, winter and spring. Students receiving ELL program support take the ELPA 21 assessment. Given annually, ELPA 21 assessment measure language proficiency and determine continuation of program services for student in grades 6- 8 . Students in the ACP special education program take the Nebraska Alternative Summative Assessment .</p> <p>In addition to the state-level achievement data, Marrs students participate in the OPS common summative assessments in several content areas. Students are given common summative assessments in all core classes (Math, Social , Science and English Language Arts). These assessments provide information on a students understanding of the standards at the end of a unit of study.</p> <p>Data analysis is a part of the SIP improvement plan. The SIP team is responsible for reviewing all data as it relates to student achievement. SIP progress is review monthly during the Department Leader meetings. In these meetings, school and teacher leaders review data, identify concerns and problem-solve to resolve the concern. Three times per year, achievement data is shared with the entire school. MAP and assessment data is shared and discussed by content area teachers who review student progress on common assessments and determine student progress on standards and learning goals.</p> <p>OPS' Department of Curriculum and Assessment provides a day-long data retreat for school teams. At these retreats, teams review multiple data points, identify areas of focus, and complete planning for the upcoming school year based on information gained from the retreat.</p> <p>In addition to the achievement data listed, Marrs SIP team frequently review OPS climate survey, MTSS-B SASS data, attendance and behavior data, demographic and course enrollment, free and reduced lunch rates as well</p>

as, frequently reviewing grading data as a part of the data analysis. We also use informal data points like school generated staff and parent surveys to gain insight into the immediate needs of the community.

In August, teachers attend a presentation on the state assessment results (NSCAS, MAP and ELPA 2, as available) during teacher workdays. At this meeting, schoolwide and grade level information is shared with teachers. Data is disaggregated by demographic, content areas and grade-level. Team meeting time is utilized to review data and begin planning in teams. During Data/Instruction meetings, teachers are walked through a review activity to help them interpret the data and identify areas of success and challenges in their student group. Next teachers are expected to develop an action plan (including goals, action steps and monitoring progress). Teachers then work with students in the fall to determine a spring goal for each tested area.

**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.*

The Marrs SIP team review data from several district and school data sources. Annually, OPS administers its Climate Survey to staff, students and parents via a link. Using the link provided, stakeholders respond sharing their opinions using the survey - the results are compiled by the District's research department and shared directly with the school via a principal data meeting.

At the school level, Marrs uses the Title I Family Nights as an additional opportunity to survey parent opinion. These surveys are developed by the administration and parents are encouraged to participate in the survey during the event.

Parent input is also gathered as a part of the Principal Coffee. Held in the fall, the principal host an annual Title I Parent Meeting. During this meeting the principal shares specific information about student achievement and progress, updates to the Title I plan, student achievement data, budget plan and allocation of Title I resources to support students. Parent input is solicited as a part of this meeting.

**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.*

The Continuous School Improvement Plan is facilitated by the Curriculum, Instruction and Support department of the Omaha Public Schools. In the spring, the Marrs SIP team engages in a reflection activity designed by CIS. As a part of this process, the Marrs SIP team spends the time reviewing all data points available and identifying areas of strength and focus from the previous school year. Teachers and staff review disaggregated MAP growth three times per year. Those results are used to guide long-range and unit planning, as well as, lesson planning, grouping and differentiation. Special education and English Language Learners are included in co-taught classrooms. The general educator and the co-teacher work collaboratively to plan and address student needs in the classroom. Teachers then use best practice strategies to develop skills needed to increase student academic progress. Fall MAP Growth scores act as the baseline for measuring student progress - based on the student grade level norm. Winter MAP Growth show student progress between fall and winter. These scores are reviewed and analyzed at team meetings and teachers have a clear idea on the academic strength and weaknesses for instructional focus for the spring semester. Non-core area teachers also have access to this data, are encouraged to use this as a part of their instructional planning.

## 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.*

Marrs administration and SIP teams work to identify programmatic offerings designed to support our at-risk students struggling to meeting state standards.

We rely heavily on teacher recommendation to identify students who are struggling academically and the areas where they are showing deficits. Classroom interventions are prioritized - small group instruction is a primary tool to address student needs. In addition to small group instruction, we utilize Title I funds to purchase school wide intervention and individualized programs to address student needs. Those programs are as follows:

BrainPop (ESL, Spanish)

Khan Academy(district purchase)

SeeSaw

In addition to the school day offerings, students can participate in the after school tutoring program. Approximately 10 certified teachers participate in homework help with students. Our goal is to give classroom support and work on essential skills with students.

### 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.*

A professional development plan is developed as a part of the school's SIP plan and prioritizes student and staff needs. Teachers begin the school year attending "Teacher Workshops Days." These are building based professional development activities which support the building SIP goals. Teachers also attend "Curriculum Day" which is a training led by district administrators which updates them on curriculum adoptions, instructional approaches, assessment and related topics.

Building based professional development activities are driven by the student needs indicated in the school improvement plan. PD is designed by the principal and the SIP team coordinate the professional development calendar to provide training time for each of the school improvement goals. PD is job embedded - teachers receive training during their plan time. At the middle school, plan time is divided into to two segments team time and plan time. The leadership team has created a weekly schedule for professional development time. Teachers spend at least one day per week in professional development. Professional development time is either workshop format or led by collaborative teams. Three times per year, schools have a half-day professional development. This fall our focus was on hybrid teaching and applications to support instruction. This winter pd time focused ELPA 21 and our EL students. This spring will focus on implementing "Professional development activities align with the SIP academic, MTSS-B, attendance or our VILs. At the conclusion of the year, there are two teacher professional development days - typically these days are used for reflection, evaluation and planning for the next school year.

Instructional paraprofessionals hired and vetted through the OPS Human Resources Department which ensures they meet ESEA requirements. These requirements include high school diploma or GED; completion of two years of college or an associate degree or completion of a state approved assessment.

In addition to meeting the outlined qualifications, paraprofessionals receive district training twice a year. Marrs paraprofessional attend monthly meetings/trainings related to schoolwide initiatives. Paraprofessionals are also included in optional staff trainings as well.

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

<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>
Typically, the School-Parent Compact is reviewed jointly with parents and administrators during the Principal Coffee Meeting. These quarterly meetings are opportunities for the principal to update parents and gather input and insight on school programming needs. Because this is a pandemic year, these meetings have been moved to a virtual meeting. Parents will receive the school-parent compact in advance of the meeting, it will be reviewed and discussed as a part of the meeting agenda. The final document which includes parent input will be shared as a part of the Falcon Newsletter, Marrs Title I web tab, and included in the Student Handbook.	
<b>4.2</b>	<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>
A draft of the Parent and Family Engagement Policy is shared with parents during the spring Principal Coffee. At this meeting the engagement policy is reviewed in detail, parents are invited to provide input via Padlet or the Chat function of the Teams. Questions are reviewed and responded to at that time. A detailed summary of the question and answer session is provided to parents and community members via the Falcon Flyer, principal newsletter for review. Ms. Gunderson also has a "Open Door" policy with staff, students, parents and community members. Parents are welcome to call or schedule a meeting with the principal to discuss the policy. An updated version is also provided in Spanish.	
<b>4.3</b>	<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>The annual Title I parent meeting is held in the spring (April). The purpose of this meeting is to share a final draft of the proposed plan with parents. The draft provides an overview of the Marrs Title I Plan and addresses specific content such as student academic progress, interventions and supports and important upcoming events. As a part of this meeting assessment results of our students by grade, and the current of Title I allocation funds to address needs. Parents are encouraged to ask questions and offer suggestions for improvements related to the use of Title I funds. Input was also encouraged during a review of the School Parent Compact and the Parent and Family Engagement Policy.</p> <p>Parents are surveyed to gather input on programming for their students or to encourage parent support.</p>	

#### 5. Transition Plan

<b>5.1</b>	<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>
Marrs Magnet follows the Transition Plan from students from elementary school to middle school. In this plan, the 6th grade school counselor and dean of students will meet with the feeder school leadership. This meeting focuses on at-risk students (i.e. those identified for SATs, 504 Plans or IEPs). In addition to a focus on	

at-risk

<p>students elementary school counselors in collaboration with Marrs assistant principal and parents complete the registration process for students. Students from selected feeder schools are invited to visit the school, view various school presentation, and receive a school tour. Selected 6th grade students are invited to our middle school transition program. This four-week program has a student orientation and summer school component. School leaders work with elementary feeder school counselors and teachers to identify students who may benefit from the orientation. Those students are invited to participate in Orientation Week and the summer program. Orientation Week provides students with an introduction to middle school with a focus on the SEL. Student may combine Orientation Week with a three-week summer program which focuses on remediation and skills work.</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> <p>Marrs Magnet follows the Transition Plan from students from middle school to high school. This plan includes a high school orientation componet. During orientation, students are given an overview of the high school options based on the OPS Student Assignment Plan as a part of the selection process. 8th grade students receive a high school orientation overview by school counselors. Students select the schools they would like to attend and assignment is based on school capacity. The OPS English Language Learners has a process for tranistioning EL learners from middle school to high school. Once a student has received their assignment - they are given a registration form (this includes course selection) to be completed with their parents and returned to their middle school counselor.</p>

## 6. Strategies to address areas of need

<b>6.1</b>	<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>The SIP and Instruction committees focus embedding quality instruction during the school day and in after school programming. Teachers use MAP results to determine whether or not a student is performing at grade level. Teachers then use the instructional continuum to determine a student's instructional level and the skills that need to be taught at that level. Students are then grouped and receive instruction or reteaching on the missing skills or concepts as the content standard is taught. Additionally, math and ELA classes pull small groups for remediation or reteaching. Special Education and general education teachers collaborate to provide instruction on IEP goals as the student received grade-level instruction. Paraprofessionals work closely with teachers to provide support with small group teaching in high needs classroom like ESL and co-taught classes.</p>
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