

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:	Nathan Hale Magnet Middle School
County District School Number:	28-0001-023
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 type="checkbox"/> Yes <input checked="" 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)_Attendance and Behavior___
School Principal Name:	Darin K. Williams
School Principal Email Address:	darin.williams@ops.org
School Mailing Address:	6143 Whitmore St. Omaha, NE 68152-2260
School Phone Number:	(531)299-2360
Additional Authorized Contact Person (Optional):	Denise Saniuk
Email of Additional Contact Person:	denise.saniuk@ops.org
Superintendent Name:	Dr. Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u>	<u>Titles of those on Planning Team</u>
<p><i>(include staff, parents & at least one student if Secondary School)</i></p> <p>Sarah Wenberg Darin K. Williams Julie Johnson Justis Darling Faith Johnson Andrew Samson Matt Bedore Emily Kissinger Denise Saniuk Anton Schmidt Donald Hasenjager K'Neh Saw Morgan Moore Daylene Gray Jamie Redinbaugh</p>	<p><u>Parent Administrator</u> Administrator Teacher Teacher Teacher Teacher Teacher Title I Facilitator Administrator Student Student Teacher Instructional Facilitator Counselor</p>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 594	Average Class Size: 25	Number of Certified Instruction Staff: 44
Race and Ethnicity Percentages		
White: 14 %	Hispanic: 10 %	Asian: 27 %
Black/African American: 40 %	American Indian/Alaskan Native: 2 %	
Native Hawaiian or Other Pacific Islander: 1 %	Two or More Races: 6 %	
Other Demographics Percentages		
Poverty: 88 %	English Learner: 9.4 %	Mobility: 18 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS Math	24% On Track or College/Career Ready
NSCAS ELA	22% On Track or College/Career Ready
NSCAS Science	30% Meets or Exceeds

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 instruction. Provide supporting documentation in the corresponding folder.</i></p>
<p>This folder contains disaggregated data by subgroups including our ELL, Ethnicity, Gender, Poverty, and SPED subgroups. Our Nathan Hale School Improvement Plan lists professional development topics and dates to make instructional decisions to support these subgroups.</p>	
1.2	<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>In this folder, there is a copy of pages 11-12 from our Nathan Hale Data Book sharing our parent climate survey results. A copy of the 35 survey questions, and survey summary information and social indicators are included.</p>	
1.3	<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>Yearly, we update our School Improvement Plan to address areas of need to drive our best instructional practices. Throughout the year, we identify strategies, resources and interventions to meet Nathan Hale's goals and student needs. This folder contains the Nathan Hale School Improvement Plan and Professional Development calendar which outlines our yearlong professional development and meeting dates. Our school improvement plan focuses on the areas of English LA, Science, and Math with a focus on Learning Goals. It also focuses on student attendance and behaviors. By increasing daily attendance and minimizing behavior incidents, students will increase their time in class. The folder also contains the OPS Academic Action Plan Best Instructional Practices Handbook that provides a framework for teaching. A student goal sheet is present as an example of how we are including students in the discussion along with a ppt that was shared with students on goal setting. Our schoolwide attendance focus is called 'STRIVE FOR 95!' Documents include data reports on students with chronic to moderate absenteeism. Staff review 'STRIVE FOR 95!' data twice a month. Our schoolwide behavior initiative is called MTSS-B. Monthly we review data and discuss student behavior to reduce student time out of class. Photos include pictures of posters in our cafeteria recognizing students who are exceeding in their attendance. Through exhibiting positive behavior students may earn Patriot Proclamations. There is a photo of rewards students may earn with their Patriot Proclamations. NWEA/MAP, NSCAS, and ELPA testing calendars are in this folder. After tests are administered, staff regularly reviews data and complete Curriculum on the Wall (COW) at least twice a month. Our Wellness goal focuses on goal setting for staff. Throughout the year, there are challenges for the staff. Also, staff belong to the Employee Health Alliance which has a monthly focus and activities for staff to complete. For our student wellness piece, every Wednesday during advisement, students participate in Wellness Wednesday lessons. A copy of the monthly advisement calendar is included. Two days of the advisement week are dedicated to a MTSS-B lessons. The MTSS-B committee have written over 65 lesson plans to support student behavior.</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>This folder contains strategies to address the needs of all children in the school. A copy of our Nathan Hale School Improvement Plan is located in the folder. To assist us in determining if student needs are being met we use NWEA/MAP, IXL, and ELPA data reports. A copy of the Academic Action Plan and Academic Action Plan Best Instructional Practices book allows for quality instruction. MTSS-B and STRIVE for 95! allows staff to meet student needs. The Instructional Leadership Team meets monthly where we identify needs of students and implement a plan of action. Our monthly classroom coaching schedule is included along with lesson plan review checklist, grading practices, SAT interventions, Administrative and faculty meeting agenda minutes, and testing calendars. Students look at their data in their science classes where they fill out their Tracker goalsetting sheet. With our special education students, they use SMART goal setting sheets as well. Summer school and after school tutoring allows for extended learning opportunities for students needing additional support. Other programs that support student success include our DREAM program, Teammates mentors, Omaha Police Dept lunch buddies, THRIVE Club, Ladies and Gents group, and the Urban League. The Urban League of Omaha works with our students during the day to increase attendance. Our students work with UNO in collaboration with the Service Learning Program. Our students are able to participate in college tours to Metro Community College, UNO, and UNL. We have a part time Methodist Community Counselor and a full time social worker at Nathan Hale in addition to our two full time guidance counselors. In addition, our students benefit from the backpack program (Patty's Pantry) supplying students with food for the weekend and the Vision Mobile provides vision screening and eye glasses for students in need.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>This folder contains information from Human Resources regarding paraprofessional qualifications. During parent teacher conferences, paraprofessionals attend district professional development that supports their area. In addition, Nathan Hale paraprofessionals received professional development on MTSS-B classroom behaviors and data review on January 31, 2019.</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>This folder contains our Nathan Hale professional development calendar. All of our data drives our PD calendar. As an example of one of our PD sessions, a Learning Goals PPT is in the folder. Learning goals have been a focus for us when completing coaching visits. Feedback is left for teachers. Also, when completing lesson plan review, learning goals are checked among other lesson plan components. Lesson plans are checked quarterly by administration. The topics and calendar are included for the SILN District Professional Development that the Nathan Hale Administrative Team attends. The Nathan Hale instructional coaching calendar is included. On the scoring rubric learning goals is a category. Included in the folder is the book we focused on this year for our PLC, Poor Student Rich Teaching by Eric Jensen. A PLC calendar and study guide</p>	

are also included. This was covered in team meetings. Last spring, we had three teachers complete the Career Ladder in Literacy where they earned their masters. One of our staff members is Nationally Board Certified. All math and language arts teachers have received training in utilizing IXL. Four of our staff members are involved with Minnesota Humanities. Two are involved with UNO's Service Learning. Our students have benefited from these programs. Some staff have had the ability to visit other schools to observe teachers in their same content area. Last spring, two of our math teachers attended the National Council of Teachers of Mathematics conference. Those teachers have trained our other Nathan Hale math teachers in strategies to help our students.

5. Strategies to increase parental and family engagement

5.1	<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>This folder contains our Title I year-end review parent sign in sheet. At this meeting, families give input on the Nathan Hale Parent Compact which is also included in this folder. At our family engagement nights, families may stop by and review the parent compact and give suggestions in addition to our year-end review. Students are also involved in the review. In the spring, it is also reviewed with students and staff for additional input. In the fall, the Title I facilitator reviews the parent compact with staff members. The sign in for this meeting and Title I PPT is in this folder. The compact is included in our Student Handbook which is updated year to year. It is printed in the summer for the upcoming school year and is given to all students enrolled at the school.</p>	
5.2	<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>This folder contains our Title I year-end review parent sign in sheet. At this meeting, families give input on the Nathan Hale Parent Involvement Policy which is also included in this folder. In the fall, the Title I facilitator reviews the parent involvement with staff members. The sign in for this meeting and Title I PPT is in this folder. The Nathan Hale Parental Involvement Policy is included in our Student Handbook which is updated year to year. It is printed in the summer for the upcoming school year. All students receive a copy of the Student Handbook at the beginning of the school year. In the spring, students and staff are asked for recommendations of how to improve our Parent and Family Engagement Policy. At our family engagement nights, families may stop by and review our Parental Involvement Policy. Parents are frequently asked through our Parent Teacher organization and through our evening events what they would like to see. All family events are communicated through voice messaging, the Nathan Hale webpage, daily announcements, Facebook, Twitter, and flyers. At our family events, they are given activities to help their students at home such as dice with math games, books, flashcards, reading strategies, etc. Other materials to support families are our district secondary grading practices brochure, and a grading parent flyer. Our School Support Liaison contacts families of students with attendance problems. Also, staff members contact families with positive praise and concerns. They keep an online parent contact log. Also, at conferences we have a table where parents can sign up for our 'Parent Portal' where families can monitor their child's grades and attendance online. Families of our ESL students may sign up their child up for 'Saturday School' as another opportunity to help their children.</p>	
5.3	<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>A copy of the sign in of our annual Title I Parent Review is included. This folder contains examples of our three family nights we host each year including sign in sheets, flyers, and voicemail messaging announcements. A photo is included of one of the events. Our school has a high Karen/Kareni/Nepalese population. We have one</p>	

interpreter that we utilize for our conferences and family events. At the family nights, a table is set up for families to review our school compact and parent and family engagement policy. Families share valuable feedback at that time.

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
<p>A recruitment open house takes place in January for incoming students. The district communicates school choice by zones with families which is included in the folder. A middle school registration calendar is included. Guidance counselors visit elementary schools. A jump start program is in place that takes place during the summer. The principal's opening letter, and orientation materials are sent to families during the summer. In order to get acclimated to Nathan Hale, our incoming 6th graders report one day earlier than our 7th and 8th graders.</p>	
6.2	<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). Provide supporting documentation in the corresponding folder.</i>
<p>In January, our area high schools have open houses for prospective students. The high schools visit each middle school to explain the registration process. This is captured in the Nathan Hale High School document. Middle schools send Secondary Academic Information(SAI) form for registration purposes. In addition, the honors class prerequisite guidelines are also in the folder. At the start of the year, the first day of high school only the incoming 9th graders report.</p>	

7. Strategies to address areas of need

7.1	<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. Provide supporting documentation in the corresponding folder.</i>
<p>This folder contains evidence of extended learning opportunities. Students receive extended learning opportunities through some of the programs that are offered at Nathan Hale. Our DREAM program offers after school tutoring where our staff members work to assist students. Other providers that participate through the DREAM program are UNO/Stem, Emerging Ladies Academy, Girl Scouts, NE Writer's Collaborative, NE Wildlife Rehab, Technology and Media-Enhanced Experiences, Rose Theaters, and Why Arts. Students participate in summer school at Nathan Hale during the month of June. Last year, staff collaborated and planned to identify students needing math support. After school tutoring is provided to students who are not in the after school program. THRIVE Club is made up of our ESL students with the majority being Karen/Kareni or Nepalese. Our THRIVE Club meets two days a week. Tutoring is offered through this program as well. They also provide a Saturday school opportunity for their students. The form is included. They have a partnership with the Charles Drew School Based Health Center at Northwest High School. Also, there are peer mentors through Northwest High School for our THRIVE students. Some of our students attend Girl's Inc. and Northstar where their after school programs supply tutoring, support attendance and academic achievement.</p>	

8. Coordination & integration of Federal, State and local services & programs

8.1

Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.

This folder contains the Title I Budget for Nathan Hale Magnet Middle School. It identifies how Title I funds are being used to support the school-wide plan. With the district budget allocated to Nathan Hale Middle, additional resources are purchased to ensure the success of our Nathan Hale students. When utilizing the ESSA funds, teachers suggest resources to directly impact student achievement. The resources support the goals of reading, math, writing, science, and behavior including attendance as identified in our School Improvement Plan. Title I funds have provided us with professional development opportunities such as having national consultants visit Nathan Hale. Other examples of fund usage include our Patriot transition jump start program and our after school tutoring program. To have monies allocated specifically to increase parental/family involvement is helpful. A copy of the Title I PPT review that is shared with staff at the beginning of the year is included. The PPT depicts how resources are supporting our students.