

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:	Monroe Middle School
County District School Number:	28-0001-37
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:	Boris Moore
School Principal Email Address:	boris.moore@ops.org
School Mailing Address:	5105 Bedford Ave
School Phone Number:	531-299-8314
Additional Authorized Contact Person (Optional):	Deidre Schukei
Email of Additional Contact Person:	deidre.schukei@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> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
John Skipper Boris Moore Diana Thomas Deidre Schukei Courtney Farmer Anna Burks Sandra Evenson Darchel Amos _____ _____ _____ _____	<u>Parent Administrator</u> Administrator Administrator Instructional Facilitator Student Parent Community Member _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 815	Average Class Size: 24	Number of Certified Instruction Staff: 72
Race and Ethnicity Percentages		
White: 17 %	Hispanic: 14.4 %	Asian: 14.5 %
Black/African American: 46.3 %	American Indian/Alaskan Native: 0.7 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 7.1 %	
Other Demographics Percentages		
Poverty: 94.3 %	English Learner: 10.4 %	Mobility: 81.1 %

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

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>NSCAS, MAP, and attendance data is used by Monroe Middle School staff to determine the needs of students that are failing or at risk of failing to meet State Academic Standards. Testing data provides teacher with methods of grouping students in small groups to provide differentiation of instruction. The data provides valuable information on what standards that students need more support through reteaching or by providing more practice.</p> <p>Disaggregated data is used to focus instruction in the areas that students have challenges. Teaching strategies are used that give the highest yield of gains in student achievement based on academic researcher. This would include gradual release of instruction, student engagement, academic discourse and Six Step Vocabulary as teaching strategies. Data is used to plan professional development for teachers and data is used by staff to guide teacher instruction.</p> <p>Attendance data is used to determine what other supports to provide students that will support student’s attendance and disciplinary data. The Monroe attendance team meets weekly to monitor the attendance of students. at 5, 10 and 15 absences. Interventions are put in place such as school mentors, transportation and others supports when a student hits milestone days of 5, 10 or 15 absences.</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>Information from parents and community members is gathered in a variety of ways. Parent meetings are held monthly to discuss updates of school data and current challenges and successes. Parents have opportunities to give input during the four family nights, and during parent teacher conferences as well if they cannot attend the monthly meetings. Meetings and family events are held at different times during the day. Parent surveys are sent out electronically to all parents. The data collected is then used in the decision-making process when we create goals for our school improvement plan. All data is shared with all stakeholder groups. This process is done for climate surveys and principal surveys as well.</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>During the month of July our leadership team met to look at our most recent building data to come up with our current school improvement plan to improve our students’ academic outcomes. By looking at our school data and school needs through a needs assessment our school improvement team comes up with a plan to address the needs of our students and school.</p> <p>You will find in this folder our school improvement plan, our needs assessment and the planning meeting that our team attended to plan for this school year. There is monthly meeting held to review our plan as well as academic department meetings to monitor data and to make any adjustments to the plan as needed.</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>There are multiple strategies that are used to address the needs of all students. First, the plan addresses best practices in instruction by using literacy strategies. School leaders provide instructional coaching for teachers to improve teacher instruction. Data is used by school staff to drive instructional needs. Students are assigned to reading, math, science, and language arts classes based on their academic performance in class and multiple data points. Students that score high in both areas are assigned to honors classes to ensure they are challenged. Students that are lower academically based on their grades and state test scores are given extra supports to get students back on grade level. Tutoring is offered before school and after school for students that need extra academic support</p> <p>In the 2.1 folder you will see that there are a variety of supports for students. This would include but not limited to the following. We have mentoring programs, community counseling, a school social worker, backpack program, a Youth Attendance Navigator and many others. All programs are to support students to allow them to focus on academic challenges.</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>The Human Resources Department of Omaha Public School makes sure that all paraprofessionals are ESEA qualified.</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>Professional development focuses on the district action plan. The action plan is designed to provide a road map for teachers as they learn the needs of students based on data. The student data gives a clear picture on what standards need to be focused on. This helps staff pick the instructional strategies that will give students the best academic gains.</p> <p>Professional development at Monroe Middle School is monitored based on a four-week cycle. Teachers receive the training on a literacy strategy at the beginning of the month. Teachers have time to practice the strategy during the month. At the end teacher Turing in an artifact based on the strategy all staff were asked to practice. Building administration conduct coaching visits to provide feedback to teaching staff.</p> <p>Evidence documents include our school improvement plan, a sample of a professional development schedule for staff, our best practices manual and other documents to support our plan.</p>	

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>Our Title I committee meets each year to discuss the school-parent policy. Parents are invited to participate in this review. The policy is then placed in the student handbook, and newsletter for all parents. The parent meeting was held in February. Teachers had an opportunity to provide input during a monthly faculty meeting. See the attached folder which contains the faculty meeting agenda as well as the staff sign-in sheet. The parent meeting agenda is included as well. The compact is developed jointly with stakeholders.</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>Title I parent meetings are held monthly. All meetings are held at Monroe Middle School. Parents determine the meeting time and dates of the meetings. Parents have input on the agenda as well. There is a student that serves on the committee as well. Parent Compact is reviewed as well as the aspects of the school parents are giving the chance to provide input. This policy is shared with all stakeholder groups.</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>Parents are notified at the beginning of our Title I School status by the documentation sent out such as the student handbook and school newsletters. The Parent meeting was held in February. There was a student and a parent in attendance. During this meeting we went over the school-wide review, the school-parent compact and the family engagement policy.</p>	

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>Students that are transferring into Monroe Middle School as 6th, 7th, and 8th graders are invited to our summer school program. This gives students an opportunity to get to know other students, become acquainted with our building, staff, and gives students a chance to begin their middle school academics. During the school year our school ambassadors transition new students by giving them a tour of the building and by helping them during their first few days of school. This helps students get to know their peers faster once the school year has started.</p> <p>During the school year all students attend a career fair. Students also get a chance to attend a college fair at the school. These opportunities are designed to give students a chance to look at what are some of the programs the schools offer and what are some of the job careers students can consider. 7th grade students will attend the University of Nebraska at Omaha. 6th grade students will attend Metro Community College.</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>

Outgoing 8th graders going to high school are invited to go to the transition program that the high school of the choice offers. We also offer a leadership program for a small group of outgoing 8th graders through our after-school program through Collective for Youth.

During the school year all students attend a career fair. Students also get a chance to attend a college fair at the school. These opportunities are designed to give students a chance to look at what are some of the program's schools offer and what are some of the job careers they can consider. Outgoing 8th graders are also given opportunities to visit a local college campuses. 8th Grade students attend Wayne State College.

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>Students have a variety of opportunities for extended learning within and beyond the school day. There is tutoring offered by building teachers. Students can sign-up for our Collective for Youth program ran by the Urban League of Nebraska which offers a variety of after school opportunities from academics to enrichment.</p> <p>Students that are selected for Partnership for Kids practice goal setting, they are given a mentor, and they have career exploration opportunities. Students are given scholarship opportunities, financial aid opportunities and visits to college campus visits.</p> <p>Students that are selected for AIM Talent Search have an opportunity for career exploration, college preparation and personal development. Students are provided academic support in all programs</p>	

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

8.1	<i>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.</i>
<p>Monroe Middle School uses Title I funds to provide tutoring after school, additional reading and math support, as well as smaller class sizes by providing more core subject area teachers in math. To assist with student engagement some technology has been purchased like I-Pads, online educational programs like IXL math, and other programs for students that are not on grade level and need extra remediation.</p> <p>Other funding sources that assist with our schoolwide plan are as follows. All students receive financial support for academic programs through the Monroe Middle School district budget. The funding sources listed below will support parent involvement activities, student instruction, instructional materials as well as for professional development for the staff. Building data is used to drive all building decision as it relates to school funding.</p> <p>Monroe Middle School has Sherwood Foundation dollars to support family needs such as clothing items for student bus tickets to help get students to school and any other emergency items that might prevent students from coming to school.</p>	

The Urban League of Nebraska provides supports for students through their after-school program that is at Monroe Middle School. Students are taken on field trips to colleges and businesses as well. The Urban League also supports Monroe Middle School Family Nights by providing programming and food for our family night events.

100 Black Men provides weekend programming for parents and students. They provide all funding and planning of activities.