

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.:		28-0001-47
School Name:		Mount View Elementary
County District School Number:		103
School Grade span:		HeadStart-5th Grade
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>		☒ Yes ☐ No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>		☒ Yes ☐ No
Indicate subject area(s) of focus in this Schoolwide Plan.		☒ Reading/Language Arts ☒ Math ☒ Other (Specify) <u>MTSS-B, Attendance, Reading at grade level</u>
School Principal Name:		Joe Shimerdla
School Principal Email Address:		Joseph.Shimerdla@ops.org
School Mailing Address:		5322 N. 52nd Street
School Phone Number:		531-299-1860
Additional Authorized Contact Person (Optional):		Angie Kilker
Email of Additional Contact Person:		angela.kilker@ops.org
Superintendent Name:		Matt Ray
Superintendent Email Address:		Matt.Ray@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.		☒ Yes ☐ No

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	☒ Yes ☐ No
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<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>
Joe Shimerdla Angie Kilker Victoria Hoyt Aaron Billings Bianca Abrham	<u>Parent Administrator</u> Bianca Abrham-Parent Joe Shimerdla-Administrator Angela Kilker - IF Victoria Hoyt -Parent Aaron Billings - Parent

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 355	Average Class Size: 22	Number of Certified Instruction Staff: 23
Race and Ethnicity Percentages		
White: 11 %	Hispanic: 7 %	Asian: 20 %
Black/African American: 52 %	American Indian/Alaskan Native: 5 %	
Native Hawaiian or Other Pacific Islander: 1 %		Two or More Races: 5 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 86% %	English Learner: 18 %	Mobility: 8.4 %

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

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>
	Data used to determine whether or not a student is in danger of failing has been gleaned from a variety of sources. Due to COVID-19 , we do not have NSCAS data from last spring. Kindergarten to 5th grade MAP data is the most telling data source at this time. Data from HMH's Amira assessment is also being utilized to determine student progress/achievement. Head Start uses the Teaching StrategiesGOLD assessment data to determine student progress. Finally, the English Language Proficiency Assessment (ELPA) data is being used to assess our 57 English Language (EL) students' progress. 'Data Digs' were conducted on November 6 (Head Start/TSGOLD), November 18 (K-5/MAP) and January 13 (K-5/ELPA) . Examples of MAP grade reports are included in the 1.1 folder. These collaborative meetings gave staff members the opportunity to discuss best instructional practices as well as determine which students were in danger of failing and who was in need of a SAT. Amira data is analyzed by classroom teachers on a regular basis. Our staff participates in an MTSS-B self assessment that allows us to determine how to better implement procedures and routines that will help our teachers and students find success. The Mount View Attendance Team consists of the assistant principal, counselor and social worker. They meet bi-monthly to determine which students' attendance rates are putting them at risk of not reaching their highest potential.
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>
	We are fortunate to have several stakeholders who partner with us in collecting data to determine how to best meet the needs of our Mount View students. The Family Engagemnt Survey is conducted by the members of the Buffett Early Childhood Institute. This survey helps members of the BECI team determine how to meet the needs of our students through family engagment. The Boys and Girls Club (Collective For Youth) surveys parents each year.
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>

We are consistently working to provide our staff with useful professional development. Our leadership team conducts instructional coaching visits on a regular basis. These visits provide the teachers/leadership team meaningful opportunities to discuss best teaching practices and strategies.

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>
In an effort to provide additional assistance to students who are in danger of not meeting academic standards, have the following supports in place: *The SAT process-Teacher identify students in need of academic and/or behavioral support. *Summer School (Next Level Learning) offered to all students as a part of the Learning Recovery Plan. *Paraprofessionals support student needs *IXL, Splashlearn, iRead and Amira are digital platforms that support student learning.	

3. High quality and ongoing professional development

3.1	<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>
Professional development is a crucial piece of our School Improvement Plan. Based on our ELPA data, we recognize that our EL students need support in having academic conversations that lead to stronger understanding of academic content. This skill can easily benefit all students. Academic conversations have been one of our focus areas this year. We are currently in the process of creating an 'Academic Conversation' look for rubric to be used during our coaching sessions.	

4. Strategies to increase parent and family engagement

4.1	<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>
The School-Parent Compact is distributed in our school handbook that is posted on our website. This information was also posted on Seesaw, our school platform for communicating with families.	
4.2	<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>
This information is posted in our school handbook and was discussed at our annual parent meeting in February.	
4.3	<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>

Our annual parent meeting was held on February 10 via Teams. This meeting was part of a Family Bingo Night that was a huge success! Mount View and Omaha Boys and Girls Club partnered together to host a fun night for our families. We had 30 families registered and all had a great time!

5. Transition Plan

5.1	<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).</i>
Mount View is fortunate to have a Family Liason as a part of our HeadStart program. Ms Payne supports our families in many ways and facilitates our HeadStart registration process for families. Our kindergarten round up was virutal this year. The informaiton was posted in on Seesaw as well as on the OPS website.	
5.2	<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).</i>
Our school counselor will coordinate registration to the middle schools this spring. Virtual open house informtion was provided to students in January.	

6. Strategies to address areas of need

6.1	<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.</i>
During our school day, our English Learner students receive 1:1 and/or small group support with our full-time EL teacher. Our Special Education students receive speech and resources services depending on student IEPs. All students are invited to attend our summer Next Level Learning (summer school) this summer. Special Education students receive support based on their Individualized Education Plan. Our remote learners reveive support through daily contact with their classroom during morning meetings, foundational skills, 1:1 meetings with teachers and weekly check-ins with various staff members. Success Mentors is a great program that supports students with maintaining strong attendance and academic growth. Our Buffett Early Childhood program supports even our youngest learners. Home Visiting begins at birth! Close to 200 stunts participate in our after school Boys and Girls Club program. B&GC is open each evening and provides students with dinner, study sessions and supervised activities. This is a great way for students to extend the school day in safe and productive manner.	