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.:	28-001
School Name:	Walnut Hill Elementary
County District School Number:	28-001
School Grade span:	Pre K-6
Preschool program is supported with Title I funds. *(Mark appropriate box)*	☐ Yes ☒ No
Summer school program is supported with Title I funds. *(Mark appropriate box)*	☒ Yes ☐ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☒ Other (Specify)_____
School Principal Name:	Nicole Longlee, Principal
School Principal Email Address:	nicole.longlee@ops.org
School Mailing Address:	4355 Charles Street Omaha, NE 68131
School Phone Number:	531- 299-2200
Additional Authorized Contact Person (Optional):	Chelsa Hervert
Email of Additional Contact Person:	chelsa.hervert@ops.org
Superintendent Name:	Matthew Ray
Superintendent Email Address:	matthew.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

Names of Planning Team *(include staff, parents & at least one student if Secondary School)*	Titles of those on Planning Team
Belinda Daniel	Parent
Nicole Longlee	Administrator
Lauren Trejo	Principal
Chelsa Hervert	IF
Clarissa Streitenberger	AP
Melissa Knispel	Intermediate Teacher
Macy Owens	Intermediate Teacher
Barb Chantry	Primary Teacher
Zach Schucardt	EL Teacher
George Burns	Special Instruction Teacher
_____	Physical Education
_____	_____
	_____

School Information

(As of the last Friday in September)

Enrollment: 360	Average Class Size: 22	Number of Certified Instruction Staff: 29
Race and Ethnicity Percentages		
White: 10 %	Hispanic: 29 %	Asian: 17 %
Black/African American: 37 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 6 %	
Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*		
Poverty: 86 %	English Learner: 33 %	Mobility: 10 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS- R, M, Science	**Climate Surveys**
MAP	**Attendance**
In View	**MTSS-B**
ELPA-21	

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	*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.*
At Walnut Hill, our instructional plan is grounded in state academic standards and guided by a comprehensive analysis of multiple data sources. To assess the effectiveness of our instruction and ensure continuous improvement, we examine a variety of student performance measures, including state assessments (NSCAS), district predictive assessments (MAP), and common formative assessments developed by grade-level teams. Additional data sources include ELPA21, School Climate Survey results, discipline records, and digital learning program data from Lexia, AMIRA, and SuccessMaker. Students identified as needing additional support participate in Word Study Studio interventions, and their progress within this program is monitored and analyzed regularly. Our building administrators, school counselor, and school social worker also review attendance data to identify patterns that may be impacting student academic performance and engagement. Student data is analyzed both at the whole-school level and by Title I subgroups, including gender, ethnicity, socioeconomic status, English Learner (ELL) status, migrant status, and special education demographics. Through bi-weekly Professional Learning Community (PLC) meetings, teachers collaboratively review assessment data, plan lessons aligned to state standards, and identify targeted instructional strategies to meet the diverse needs of all learners.	
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.*
A climate survey is administered annually each March to all school stakeholders, including students, staff, and parents. The district provides parent surveys in both English and Spanish, ensuring accessibility for all families. Surveys are distributed during spring Parent-Teacher Conferences, where parents are invited to complete them at designated tables located at the front of the building. These stations are hosted by the school counselor and supporting staff, allowing parents to complete the survey privately and anonymously, encouraging honest and constructive feedback. In addition to the annual climate survey, family engagement opportunities are provided throughout the year. Family Engagement Nights are hosted twice annually—once in the fall and once in the spring—to strengthen school-home partnerships. The after-school program also sponsors family events that encourage collaboration and connection between families and the school community. Furthermore, Title I Parent Nights were offered twice this year, in September and October, to inform and engage families in understanding academic goals, available supports, and strategies for student success.	
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.*
Walnut Hill Improvement Plan Walnut Hill's School Improvement Plan (SIP) is directly aligned with our data and reflects our most critical areas of need. In English Language Arts (ELA), our primary goal is to increase the percentage of students identified as	

on track or college and career ready from 31.1% to 53.8% by May 2026.
Our needs and strategies are identified through frequent classroom visits and collaborative PLC meetings. These meetings provide opportunities to analyze student data, make instructional decisions, and determine targeted supports for both teachers and students.
The PDCA (Plan, Do, Check, Act) cycle guides our continuous improvement process, ensuring that our actions remain intentional, data-driven, and responsive to evolving needs. Our SIP functions as a living document—regularly reviewed and updated by administrators, facilitators, and staff to ensure alignment with student outcomes.
SIP Goals and Action Steps:

- Collaborative Planning: Create a space conducive to analyzing student work and planning lessons collaboratively.
- SIP Awareness and Implementation: Integrate dedicated time within professional development to review, explain, and deepen understanding of SIP strategies and commitments.
- Leadership Collaboration: Establish biweekly leadership team meetings to discuss coaching trends, identify instructional patterns, and address areas of concern.
- Professional Learning: Continue implementing Leading Educators professional development focused on lesson planning protocols and differentiated team support.
- Lesson Planning Expectations: Develop, communicate, and implement clear lesson plan expectations aligned to instructional priorities.
- ELPA Professional Learning: Partner with the English Learner (EL) team and teacher leaders to provide ongoing professional learning opportunities at Walnut Hill.
- Cross-Grade Collaboration: Implement additional planning sessions that bring together multiple grade levels to promote alignment and vertical 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.*

Walnut Hill Elementary's Schoolwide Plan incorporates scientifically research-based strategies designed to raise student achievement and address the needs of students who are at risk of not meeting the challenging state academic standards. Data is continuously collected, analyzed, and reviewed to guide instructional decisions and ensure that supports are responsive to current student needs.
Our approach considers not only academic performance, but also the social, emotional, and behavioral supports necessary for student success. This includes interventions such as counseling services, mentoring opportunities, and professional development for staff. The school counselor and school social worker, in collaboration with the leadership team, play key roles in identifying student and family needs and coordinating appropriate supports.
The School Improvement Plan (SIP) is a living document, regularly reviewed and updated through the PDCA (Plan, Do, Check, Act) cycle to ensure alignment with ongoing data and feedback. During Professional Learning Community (PLC) meetings, teams collaboratively analyze data, adjust instructional plans, and monitor progress. Teachers have also developed individual student goal sheets based on classwork, classroom observations, and MAP assessment data to promote ownership and academic growth.
Targeted tutoring services are provided to students identified through data analysis and available staffing resources.
In addition to academic and behavioral supports, Walnut Hill provides a range of additional services to meet the diverse needs of our students and families:

- Lead testing

- Vision and hearing screenings
- Partnership with Creighton Dental to provide dental sealants for all students
- Utilization of funding sources to assist families in need
- Food and clothing pantry access
- Curriculum-aligned field trips to enrich learning experiences
- High Ability Learner (HAL) program
- Play Day and sports clubs to promote physical and social development
- Small group and individual counseling sessions
- Social skills groups to build positive relationships and self-regulation
- Summer school programs offering targeted academic support for identified 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.*

Our staff members are highly qualified and dedicated to supporting the success of all students. The district's Academic Action Plans and our School Improvement Plan (SIP) guide the strategies we implement to enhance achievement and address areas of need. These strategies are developed and refined through our ongoing professional development plan, which aligns with the goals outlined in the SIP.

Walnut Hill serves a uniquely diverse population, representing many cultures and more than seventeen languages. Our student body includes a significant number of English Language Learners, including newcomers from refugee backgrounds, as well as a wide range of ethnic and cultural groups. We also recognize the growing needs within our Special Education population.

To meet these diverse needs, staff members receive targeted professional development during PLCs and staff meetings. New teachers participate in the district's mentoring program, while the instructional facilitator ensures collaboration time and organizes additional training opportunities. Walnut Hill offers professional development sessions that extend beyond district-level topics and address teacher-identified needs.
The Walnut Hill leadership team meets with new teachers to provide continued support and share important information. Both certified and classified staff also attend additional professional literacy based learning opportunities.

All professional development at Walnut Hill is designed to enhance teacher effectiveness and student achievement. Our school improvement plan guides building-level professional development which is focused on literacy, student engagement, differentiation and scaffolding strategies for diverse learners.

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 collaboratively developed with input from parents and outlines the shared responsibility of parents, school staff, and students in supporting academic achievement. It also defines how the school and families will work together to build a strong partnership that helps every child succeed.

During annual Title 1 meeting, the compact is reviewed and discussed in relation to each individual student's progress. At the beginning of the school year, every family receives a written copy of the compact, which is signed by all stakeholders	
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.*
Walnut Hill enjoys strong support and engagement from our families. Parents have multiple opportunities to participate in the schoolwide improvement process which includes membership on the Instructional Leadership Team (ILT), annual Title 1 meetings, parent teacher conferences and family nights. These avenues allow parents to share input, provide feedback, and express concerns on school-related matters. Each year, parents are invited to complete a climate survey during spring parent-teacher conferences, offering valuable insight into school strengths and areas for growth. We emphasize that education is a shared responsibility. Staff, parents, and students each play an important role in supporting student success, as outlined in the School-Parent Compact. In addition, Walnut Hill hosts several family events throughout the year that foster collaboration, strengthen home-school connections, and provide meaningful learning experiences for students	
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.*
At Walnut Hill the Title I Parent meeting was held on October 2 and again on October 15. This meeting is being held in conjunction with our Title I Family Night and parent teacher conferences.	

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 have a transition plan in place for our incoming pre-kindergarten and kindergarten students. Parents are encouraged to enroll their children, if age requirements have been met by July 31st. Flyers have been sent home and parents are also notified on social media. For incoming families, we provide a "New to Walnut Hill" folder, which includes our College Bound Expectations Matrix, schedule information, arrival and pick-up procedures, and an information about the school. New students are also welcomed to the school by our Student Council and given a tour of the building. As students move from one grade level to the next, each grade level participates in "Moving On Up Day." All grade levels use this time to introduce their incoming students to grade level expectations and help ease the anxiety around moving to the next grade level	
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).

Walnut Hill's counselor teaches several lessons throughout the year that focuses on middle school transition. There are several issues that are taught as part of the curriculum: social, emotional relationships, peer pressure, drugs and alcohol,healthy choices, time management, extra-curricular activities, combination locks and being a responsible student in middle school.

Students meet their teachers at Back-to-School Night at the beginning of each year. Teachers are encouraged to reach out to families to foster a positive relationship from Day 1.

The middle school counselors and Walnut Hill counselor work collaboratively to sign students up for classes and provide students and families with needed information.

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.*

We provide tutoringfor students that need extra support in reading, as identified by the district. This tutoring program is led by classroom teachers and is offered to all student 1st-6th grades. It is data driven instruction that is intentionally planned to meet the individual student's needs.

Summer school is offered to students that need additional support or reteaching of math, reading and writing.

When a student is not making adequate progress, we also hold a Student Assitance Team meeting. Teachers and parents identify academic struggles for the student. As a team, we come up with interventions and track data on their progress. Another SAT meeting is held to discuss if the interventions were successful or if they need to be adjusted to help te student make more substantial progress.

Professional Learning Communities move through the PDCA cycle using grade level standards. They plan tasks that align to learning goals within the HMH Reading Curriculum. They analyze student work for strengths and areas of growth. Teachers use this information to create action steps to help increase progress for all students.

Students are identified through Amira Benchmarks and MAP Reading Data to receive Word Study Studio interventions. They are screened by classroom teachers and then placed in small groups based on their skill level. Each group is pulled daily and progress is monitored to note student progress or the need for further intervention.