

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:		Western Hills Magnet Center	
County District School Number:		056	
School Grade span:		PK-6	
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) __MTSS-B and Science__	
School Principal Name:		Jeanne Simmons	
School Principal Email Address:		jeanne.simmons@ops.org	
School Mailing Address:		6523 Western Avenue Omaha, Nebraska 68132	
School Phone Number:		531.299.2240	
Additional Authorized Contact Person (Optional):			
Email of Additional Contact Person:			
Superintendent Name:		Matthew Ray	
Superintendent Email Address:		matthew.ray@ops.org	
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.			☒ Yes ☐ No

<u>Names of Planning Team</u> <i>(include staff, <u>parents</u> & at least <u>one student</u> if <u>Secondary School</u>)</i>	<u>Titles of those on Planning Team</u>
Sarah Bird	<u>Parent</u>
Jeanne Simmons	<u>Administrator</u>
Hilary McKenzie	Instructional Facilitator
Taylor Novacek	Counselor
Carol Greenwood	5th grade
Teresa Galligher	1st grade
	Art
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information (As of the last Friday in September)		
Enrollment: 333	Average Class Size: 21	Number of Certified Instruction Staff: 25s
Race and Ethnicity Percentages		
White: 29.9 %	Hispanic: 20.8 %	Asian: 2.7 %
Black/African American: 30.5 %	American Indian/Alaskan Native: 0.6 %	
Native Hawaiian or Other Pacific Islander: 0.6 %		Two or More Races: 14.8 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 68.9 %	English Learner: 7 %	Mobility: 5.2 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NWEA Map Assesment	Grade level Curriculum Assessments
NSCAS Reading, Math & Science	Schoolwide Fidelity Check Survey
MTSS-B TFI & SAS	

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 instruction. Provide supporting documentation in the corresponding folder.</i>
In order to create a picture of our student's needs, we use several sources of data: MAP test scores, HMH, Grades, Amira, NSCAS test scores and MTSS-B Big 5. We triangulate this data to get a good individual picture of a student, as well as a class overview or their strengths and their needs both academically and behaviorally. We use the data to drive our academic instructional strategies both in whole group and small group instruction both in academics and social emotional learning. Our grade level meetings are structured around using the data we have collected from these sources for next steps in our teaching as well as setting goals for students, grade level classrooms and schoolwide focus and goals. Our staff meetings are built around the needs shown in our data to improve our teaching practices around best practices and procedures of learning to meet the needs of our diverse students. Artifacts: Data Wall picture Western Hills Data Book pgs. 15-51 Western Hills Data Sheet	
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>
Western Hills collects perceptual data through Western Hills Climate survey given yearly to parents, staff and students and utilizes the data when forming, evaluating, and updating our School Improvement Plan. The Climate survey data is reviewed at the building and district level and used to inform and adjust practices, policies, and procedures. We also meet monthly with our PTO to share and discuss information in regards to our students and staff needs, resources and support. Artifacts: Climate Survey in Western Hills Data Book pgs. 9-10 PTO Meeting Notes	
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>
At the beginning of every school year and the end of the previous year, we begin to look at data to decide our school improvement needs. MAP K-6 data is the assessment used throughout the year to determine if we are meeting student needs and growth. We use MAP data in the Fall and Winter to set goals for the year in student growth, teachers professional development needs, implementation of best practices and procedures and a timeline for the school year. Throughout the school year, we then meet each quarter and discuss our SIP	

plan to determine where we are, where we are going and celebrations or changes we need to make to continue to strive towards our goals. This Fall we also collected data through a fidelity survey which looked at our teaching practices and the consistency across classrooms with district expectations for best teaching practices. We then used the results of this Fidelity survey to drive conversations and accountability with teachers as well as looked at opportunities to provide further professional development in areas needed.

Artifacts:

Western Hills School Improvement Plan: ELA, Math, Science, MTSS-B, Attendance

Western Hills Assessment Report Spring

WHills MAP SchImpr F-W-S

Tier 1 Core Instruction Fidelity Check Tool/WHills Fidelity Check Survey Results

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.

Western Hills supports on-time grade completion for all students through the use of A+ grade level Curriculum Guides which ensures all students receive the guaranteed and viable grade level curriculum. Best Instructional Practices framework is also implemented in all classrooms to meet Tier 1 students needs. Students who are identified as being below grade level are offered intervention opportunities including but not limited to Next Level Learning Interventions, Mastery Phonics, Instructional Paraprofessional Small group support and a SAT referral. Students who are identified as being below grade level are offered intervention opportunities including but not limited to Next Level Learning Interventions, Mastery Phonics, Instructional Paraprofessional Small group support and a SAT referral. Our Student Assistance Team collaborates to determine strategies that best meet the needs of individual learners.

Artifacts:

WHillsSummerSchool Application

WHillsACP SS Application

SAT Referral

4thGrTutoring Invitation

3. Qualifications of instructional paraprofessionals

3.1

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.

Instructional paraprofessionals apply through our District Human Resources and are screened for qualifications needed to work with our students and instruction at Western Hills.

Artifacts:

HR letter

WHills Staff Spreadsheet

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>
We are continually using national, state and district assessments to meet individual student needs as well as teacher learning. Our data wall and teacher data folders help us to continually use data in assessing student performance, determine the effectiveness of our curriculum and instruction and improve and implement best instructional strategies, practices and interventions focused on improving student learning. Individual Student Goals for MAP testing and state assessments are used for student accountability and for timely and accurate information that is meaningful to our teachers to drive our instruction and meet our student needs. Our School Improvement Plan and Professional Development Plan as well as Student goal setting documents are drivers of our improvement process which changes each year and throughout a school year. Monthly staff meetings focus on academics at the 1st monthly meeting and behaviors the 2nd monthly meeting. We also consistently meet as a leadership team (once a month) to plan staff and grade level professional development as we grow our staff and look for ways to serve our students and meet their needs. Artifacts: WHills School Improvement Plan StaffMtg PD Calendar and Focus GradeLevel Mtg PD Calendar & Focus Staff Mtg Agendas for MTSS-B/MTSS-A content WHills 1stQt SIP Review SAT Training PD	

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>
At Western Hills we have had a Student-Teacher-Parent Compact which is discussed and given to students at the beginning of the year to set expectations for a student's educational team. The compact is provided in our Student Handbook and teachers review expectations for all members asking each to sign their agreement. Artifacts: WHills Student Compact WHills Student Compact	
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>
Western Hills was a Title 1 school before and we have attempted to keep some of the procedures of Title 1 in engaging our parents. Artifacts: District-and-School-Parent-and-Family Engagement	
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>
At the PTO meeting, we shared that Western Hills would be participating as a Title 1 building. We discussed	

the advantages of being Title 1 which at Western Hills school year could help with additional staffing, staff professional development opportunities, an afterschool tutoring program, classrooms supplies, upgrades to technology, and more parent/family events involving all students and families throughout the school year.

Artifacts:

PTO Meeting Agenda

PTO Meeting Notes

WHills PTO Community Involvement Flyers

WHillsCommunity Expeditions.Electives.Rose Theater Schedule

6. Transition Plan

6.1

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). Provide supporting documentation in the corresponding folder.

Western Hills has Kdg through 6th grade students and we added a PreK classroom through the Omaha Schools Foundation in 2018-19. We provide opportunities for our youngest students and parents to be prepared for elementary school through our Kindergarten RoundUp in January along with various school tours for neighborhood families interested in Western Hills throughout the year. Students are also invited to all activities held at Western Hills after they are selected. This includes invitations to the School Carnival, musical programs, Turkey Bingo, Sock Hop, Family Dance and Back to School Events during the summer. Grade level teachers also partner each new student with a "buddy" student in their classroom to help them navigate the school environment and adjust to the new classroom. Bi-weekly newsletters are sent home all year long. Invitations to Family Nights, Parent Nights, PTO activities, and Volunteer opportunities are sent to all student families. Teachers also plan activities during Articulation Day each year to welcome new incoming students. The 6th grade teachers also travel to middle school to complete transition activities.

Artifacts:

Kdg Roundup Agenda

6.2

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). Provide supporting documentation in the corresponding folder.

At Western Hills Middle School counselors meet in the Spring with all incoming students to plan for courses. Academic Information Forms are completed by elementary teachers for use at middle schools. Middle schools invite 6th grade Western Hills students to attend a JumpStart Summer Program. Our counselor also teaches multiple lessons on middle school to our 5th and 6th grade classrooms during 2nd semester. Students also visit to our neighborhood middle school during the school day.

Artifacts:

5th/6th Grade Spring Elective Summary

Middle School Summer School Invitation

Counseling Transition lessons for 5th and 6th grade students

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>
We currently offer extended learning through Next Level Learning opportunities focusing on Reading and Math to about 100 students at Western Hills. With the Schoolwide plan, Western Hills will be able to offer more summer opportunities for K-6 grade students as well as grow and expand the After/Before School tutoring program to all grade levels (K-6) during the school year. These extended learning programs will help our students maintain their learning and continue to grow after the school day and the school year. Artifacts: 4thGr Tutoring Letter 5thGr Tutoring Letter WHills Summer School Application WHills SS ACP Application	

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>
To meet student needs and support student achievement, Western Hills currently has General funds which provides certified teachers, a few instruction paraprofessionals and materials and resources for classrooms to support learning. Western Hills also uses Magnet fund which provides for some out-of-school learning experiences for our students as well as some funding for materials and supplies needed for daily instruction and intervention strategies. Western Hills also provides free tutoring which has been used to provide a small group tutoring. Title 1 funds will work with the other funds to continue to provide learning opportunities at Western Hills to meet student needs and to build student achievement for all students.	