# Title I Schoolwide Plan

**Please use the assigned Nebraska Department of Education County District and School Numbers in the table below.**

| | |
|---|---|
| District Name: | Douglas County School District |
| County Dist. No.: | 0001 |
| School Name: | R M Marrs Magnet Center |
| County District School Number: | 883 |
| School Grade span: | 6 - 8 |
| 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<br>☒ Math<br>☐ Other<br>(Specify)_____ |
| School Principal Name: | Kerri Stoffel |
| School Principal Email Address: | Kerri.Stoffel@ops.org |
| School Mailing Address: | 5619 S 19th Street |
| School Phone Number: | (531) 299-2420 |
| Additional Authorized Contact Person (Optional): | Elizabeth Lopez |
| Email of Additional Contact Person: | Elizabeth.Lopez@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<br>*(include staff, parents & at least one student if Secondary School)* | Titles of those on Planning Team |
|---|---|
| Kerri Stoffel<br>Catherine Twitchell<br>Elizabeth Lopez<br>Mya Hammons<br>John DeSalvo<br>Melissa Smith<br>Jessica Alvarado<br>Daniel Alvarado | Principal<br>Assistant Principal<br>Instructional Facilitator<br>ELA Teacher<br>Dean of Students<br>Special Instruction Teacher<br>Parent<br>Student |

## School Information

***(As of the last Friday in September)***

| | | |
|---|---|---|
| Enrollment: 1086 | Average Class Size: | Number of Certified Instruction Staff: 70 |
| Race and Ethnicity Percentages | | |
| White: 6 % | Hispanic: 88 % | Asian: 0 % |
| Black/African American: 3 % | American Indian/Alaskan Native: 0.2% | |
| Native Hawaiian or Other Pacific Islander: 0 % | Two or More Races: 2.1 % | |
| Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)* | | |
| Poverty: % | English Learner: 35.0 % | Mobility: 6.5 % |

| Assessments used in the Comprehensive Needs Assessment<br>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
|---|---|
| **MAP Growth** | **NSCAS** |
| **ELPA 21** | **District Common Assessments: Math, Science, Social Studies and ELA** |
| | |
| | |

*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.* |

The Marrs Instructional Leadership Team utilizes several data points as part of the annual comprehensive needs assessment, data analysis, and planning process. The data review includes demographic data, student achievement, classroom level data, climate and behavior data, course enrollment, attendance and economic data.

Student Achievement Data. Marrs students participate in the NSCAS, MAP, and ELPA 21 assessments. The NSCAS is a summative assessment that measures a student's performance against Nebraska state standards. Students in grades 6 - 8 participate in the NSCAS ELA and Math. Students in grade 8 participate in the NSCAS Science assessment. In addition to the NSCAS assessment, students take the MAP ELA and math assessments in grades 6-8. MAP measures a student's score against a grade-level norm to determine if a student is below, at, or above grade level. This test is administered three times per year: in the fall, winter, and spring. Students receiving ELL program support take the ELPA 21 assessment. Given annually, the ELPA 21 assessment measures language proficiency and determines the continuation of program services for students in grades 6-8. Students in the ACP special education program take the Nebraska Alternative Summative Assessment.

In addition to the state-level achievement data, Marrs students participate in the OPS common summative assessments in several content areas. Students are given common summative assessments in all core classes (Math, Social Studies, Science, and English Language Arts). These assessments provide information on a student's understanding of the standards at the end of a unit of study.

Data analysis is a part of the SIP improvement plan. The Instructional Leadership Team (ILT) is responsible for reviewing all data related to student achievement. SIP progress is reviewed monthly during the ILT meetings. In these meetings, school and teacher leaders review data, identify concerns, and collaborate to solve and resolve issues. Three times per year, achievement data is shared with the entire school. MAP and assessment data are shared and discussed by grade-level and department Professional Learning Communities (PLC) content area teachers. PLCs review student progress on common assessments and determine next steps for extension and intervention activities.

The OPS Department of Curriculum and Assessment offers a day-long data retreat for school teams. At these retreats, teams review multiple data points, identify areas of focus, and complete planning for the upcoming school year based on information gained from the retreat.

In addition to the achievement data listed, the Marrs Instructional Leadership Team frequently reviews the OPS climate survey, MTSS-B SASS data, attendance and behavior data, demographic and course enrollment information, free and reduced lunch rates, and regularly reviews grading data as part of the data analysis. We also use informal data points, such as school-generated staff and parent surveys, to gain insight into the immediate needs of the community.

In August, teachers attend a presentation on the state assessment results (NSCAS, MAP and ELPA 2, as available) during teacher workdays. At this meeting, schoolwide and grade level information is shared with teachers. Data is disaggregated by demographic, content areas and grade-level. Team meeting time is utilized to review data and begin planning in teams. During Data/Instruction meetings, teachers are walked through a review activity to help them interpret the data and identify areas of success and challenges in their student group. Next teachers are expected to develop an action plan (including goals, action steps and monitoring progress). Teachers then work with students in the fall to determine a spring goal for each tested area.

| **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.* |
|---|---|

The Marrs Instructional Leadership Team reviews data from several district and school data sources. Annually, OPS administers its Climate Survey to staff, students and parents via a link. Using the link provided, stakeholders respond by sharing their opinions using the survey - the results are compiled by the district's research department and shared directly with the school via a principal data meeting.

At the school level, Marrs uses the Title I Family Nights as an additional opportunity to survey parent opinion. These surveys are developed by the administration and parents are encouraged to participate in the survey during the event.

Parent input is also gathered as a part of the Principal Coffee. Held in the fall, the principal host an annual Title I Parent Meeting. During this meeting the principal shares specific information about student achievement and progress, updates to the Title I plan, student achievement data, budget plan and allocation of Title I resources to support students. Parent input is solicited as a part of this meeting.

| **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.* |
|---|---|

The Continuous School Improvement Plan is facilitated by the Curriculum, Instruction and Support department of the Omaha Public Schools. In the spring, the Marrs Instructional Leadership Team engages in a data reflection activity. As a part of this process, the Marrs ILT team spends the time reviewing all data points available and identifying areas of strength and focus from the previous school year. Teachers and staff review disaggregated ELA and Math MAP growth three times per year. Those results are used to guide long-range and unit planning, as well as lesson planning, grouping and differentiation. Special education and English Language Learners are included in co- taught classrooms. The general educator and the co-teacher work collaboratively to plan and address student needs in the classroom. Teachers then use best practice strategies to develop skills needed to increase student academic progress. Fall MAP Growth scores act as the baseline for measuring student progress - based on the student grade level norm. Winter MAP Growth shows student progress between fall and winter. These scores are reviewed and analyzed at team meetings and teachers have a clear idea on the academic strength and weaknesses for instructional focus for the spring semester. Non-core area teachers also have access to this data, are encouraged to use this as a part of their instructional 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.* |

Marrs administration and Instructional Leadership Teams work to identify programmatic offerings designed to support our at-risk students struggling to meeting state standards.

We rely heavily on teacher recommendations to identify students who are struggling academically and the areas where they are showing deficits. Classroom interventions are prioritized - small group instruction is a primary tool to address student needs. In addition to small group instruction, we utilize Title I funds, which are allocated specifically for supporting students from low-income families, to purchase school wide intervention and individualized programs to address student needs.

In collaboration with Partnership for Kids, we offer tutoring during the day to district-identified students in the areas of Math and Reading. These interventions are specifically designed to align with the students' grade level course work, ensuring that they are not only receiving support but also progressing academically.
Title 1 funding is also used to provide after school tutoring. The High-Dosage tutoring model is utilized to provide students with just in time academic supports aligned with their grade level content, pacing, and standards.

## 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.* |

A professional development plan is developed as a part of the school's SIP plan and prioritizes student and staff needs. Teachers begin the school year attending "Teacher Workshops Days." Theses are building based professional development activities which support the building SIP goals. Teachers also attend "Curriculum Day" which is a training led by district administrators which updates them on curriculum adoptions, instructional approaches, assessment and related topics.

Building based professional development activities are driven by the student needs indicated in the school improvement plan. PD is designed by the principal and the Instructional Leadership Team coordinate the professional development calendar to provide training time for each of the school improvement goals. PD is job embedded - teachers receive training during their plan time. At the middle school, plan time is divided into to two segments team time and plan time. The leadership team has created a weekly schedule for professional development time.

Teachers spend at least one day per week in professional development. Professional development time is either workshop format or led by collaborative teams. Three times per year, schools have a half-day professional development. Weekly staff professional development is aligned with the Continuous School Improvement Plan. Each week school leadership focuses on one of the goals from the SIP plan or a school-based need derived from ELEOT visits. At the conclusion of the year, there are two teacher professional development days - typically these days are used for reflection, evaluation and planning for the next school year.

Instructional paraprofessionals hired and vetted through the OPS Human Resources Department which ensures they meet ESEA requirements. These requirements include high school diploma or GED; completion of two years of college or an associate degree or completion of a state approved assessment. In addition to meeting

the outlined qualifications, paraprofessionals receive district training twice a year. Marrs paraprofessional attend monthly meetings/trainings related to schoolwide initiatives. Paraprofessionals are also included in optional staff trainings

## 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 is reviewed jointly with parents and administrators during the Principal Coffee Meeting. These quarterly meetings are opportunities for the principal to update parents and gather input and insight on school programming needs. The final document which includes parent input will be shared as a part of the Falcon Newsletter, Marrs Title I web tab, and included in the Student Handbook.

| | |
|---|---|
| **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.* |

A draft of the Parent and Family Engagement Policy is shared with parents during the spring Principal Coffee. At this meeting the engagement policy is reviewed in detail, parents are invited to provide input. Questions are reviewed and responded to at that time. A detailed summary of the question-and-answer session is provided to parents and community members via the Falcon Flyer, principal newsletter for review. Mr. Behrens also has a "Open Door" policy with staff, students, parents and community members. Parents are welcome to call or schedule a meeting with the principal to discuss the policy. An updated version is also provided in Spanish.

| | |
|---|---|
| **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.* |

The annual Title I parent meeting is held in the spring (April). The purpose of this meeting is to share a final draft of the proposed plan with parents. The draft provides an overview of the Marrs Title I Plan and addresses specific content such as student academic progress, interventions and supports and important upcoming events. As a part of this meeting assessment results of our students by grade, and the current plan of Title I allocation funds to address needs. Parents are encouraged to ask questions and offer suggestions for improvements related to the use of Title I funds. Input was also encouraged during a review of the School Parent Compact and the Parent and Family Engagement Policy.

Parents are surveyed to gather input on programming for their students or to encourage parent support.

## 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).* |

Marrs Magnet follows the Transition Plan from students from elementary school to middle school. In this plan, the 6th grade school counselors and dean of students will meet with the feeder school leadership. This meeting focuses on at-risk students (i.e. those identified for SATs, 504 Plans or IEPs). In addition to a focus on

students elementary school counselors in collaboration with Marrs assistant principal and parents complete the registration process for students. Students from selected feeder schools are invited to visit the school, view various school presentations, and receive a school tour. Selected 6th grade students are invited to our middle school transition program. This four-week program has a student orientation and summer school component. School leaders work with elementary feeder school counselors and teachers to identify students who may benefit from the orientation. Those students are invited to participate in Orientation Week and the summer program. Orientation Week provides students with an introduction to middle school with a focus on the SEL. Student may combine Orientation Week with a three-week summer program which focuses on remediation and skills work.

| | |
|---|---|
| **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).* |

Marrs Magnet follows the Transition Plan from students from middle school to high school. This plan includes a high school orientation component. During orientation, students are given an overview of the high school options based on the OPS Student Assignment Plan as a part of the selection process. 8th grade students receive a high school orientation overview by school counselors. Students select the schools they would like to attend, and assignments are based on school capacity. The OPS English Language Learners has a process for transitioning EL learners from middle school to high school. Once a student has received their assignment - they are given a registration form (this includes course selection) to be completed with their parents and returned to their middle school counselor.

## 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.* |

The Instructional Leadership Team focuses on embedding quality instruction during the school day and in after school programming. Teachers use MAP results to determine whether a student is performing at grade level. Teachers then use the instructional continuum to determine a student's instructional level and the skills that need to be taught at that level. Students are then grouped and receive instruction or reteaching on the missing skills or concepts as the content standard is taught. Additionally, math and ELA classes pull small groups for remediation or reteaching. Special Education and general education teachers collaborate to provide instruction on IEP goals as the student received grade-level instruction. Paraprofessionals work closely with teachers to provide support with small group teaching in high needs classrooms.