

# 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:	R M Marrs Magnet Center
County District School Number:	001
School Grade span:	5 - 8
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<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 checked="" type="checkbox"/> Other (Specify)_Intervention___
School Principal Name:	Mr. Bryan Dunne
School Principal Email Address:	Bryan.Dunne@ops.org
School Mailing Address:	5619 South 19th Street Omaha, NE 68104
School Phone Number:	(402) 557-4408
Additional Authorized Contact Person (Optional):	Ms. Tracy Mitchell
Email of Additional Contact Person:	Tracy.Mitchell@ops.org
Superintendent Name:	Mr. Mark Evans
Superintendent Email Address:	mark.evans@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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
_____ Bryan Dunne Heidi Malowski Tracy Mitchell Joel Wisdom Sharon Parker Ryan Dieke _____ _____ _____ _____ _____	_____ <u>Parent</u> Principal Assistant Principal Assistant Principal Assistant Principal Magnet Coordinator Teacher _____ _____ _____ _____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 1,278	Average Class Size: 26	Number of Certified Instruction Staff:
Race and Ethnicity Percentages		
White: 9.7 %	Hispanic: 84.6 %	Asian: .2 %
Black/African American: 2.7 %	American Indian/Alaskan Native: 1.5 %	
Native Hawaiian or Other Pacific Islander: 1.5 %		Two or More Races: 1.3 %
Other Demographics Percentages		
Poverty: 89.2 %	English Learner: 62.1 %	Mobility: 7.8 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NeSA</b>	
<b>MAP Interim Assessments: Fall, Winter, Spring</b>	
<b>ELPA</b>	

*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

<b>1.1</b>	<i>Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>

<p>In August, teachers attend a presentation on state assessment results (NeSA, MAP, ELPA) during teacher work days. At this meeting, schoolwide and grade level information is shared with teachers. Information is disaggregated by demographic, subject-area and grade-level. During team meetings, assessment results are shared by subject-area, grade level and teacher. During Data/Instruction meetings, teachers are walked through a review activity to help interpret the data and identify areas of success and challenge. Teachers then are expected to develop goals and a plan for student academic achievement and growth by using the data and focusing on skills-based instruction to achieve grade level standard mastery. Student goals for fall and winter progress are shared with parents at fall and spring student-led conferences. Teachers are available to walk parent through data results and student goals, if necessary.</p>	
<b>1.2</b>	<p><i>Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p>
<p>Annually, MARRS parents are invited to complete the district parent survey. Climate survey results reviewed as a part of the needs assessment activity. A draft plan is developed and shared with parents for feedback to be integrated into the school-wide plan.</p>	
<b>1.3</b>	<p><i>Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.</i></p>
<p>The MARRS SIP planning committee determines improvement effort focus based on state tested assessment results. The MARRS SIP planning committee meets, reviews assessment data and identifies general areas of improvement. School committees are tasked with designing and implementing an action plan, developing an instructional and professional development focus as well as annual school-wide initiatives.</p>	

## 2. Schoolwide reform strategies

<b>2.1</b>	<p><i>Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.</i></p>
<p>R M MARRS Magnet School uses MAP interim assessment data to determine strategies to support students in meeting state academic standards. Teachers and staff use MAP Growth results are disaggregated by school, grade-level, teacher and student three times per year. Student results are used to identify student instructional levels and determine the make up of core classrooms in Math, Reading and Science. Teachers use classroom results to group their students to focus curriculum and instructional delivery at the students' instruction levels. Special education and ELL students are included in co-taught classrooms using scaffolded curriculums. Teachers then use best practice strategies to develop skills needed to raise academic achievements. MAP Growth fall scores show the baseline for student achievement and established the students RIT. MAP Growth winter shows student growth and RIT goal achievement. These scores are reviewed and analyzed at team meetings and teachers have a clear idea on academic strengths and weaknesses for instructional focus for the spring semester. Teachers outside of the core areas also have access to this data and can incorporate strategies in their subject area also to help students achieve goals in reading and math MAP provides clear academic data for teachers to make curriculum changes to show additional growth on the spring MAP testing.</p> <p>Professional Development Topics -Student Assistance Team presentation</p>	

- co-teaching model for all grades
- PD on co-teaching effectiveness
- District co-teaching presentation on challenges of co-teaching
- Paraprofessional training - support teacher and students in the classroom

### 3. Qualifications of instructional paraprofessionals

<b>3.1</b>	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>Marrs instructional paraprofessionals are required to meet ESEA requirements as a part of the OPS hiring process - see ESEA district letter included. Additionally, Marrs paraprofessional attend district and school sponsored meetings during the course of the school year. Marrs paraprofessional are included on trainings for school-wide initiatives.</p> <p>-Marrs Para Meetings: August 17, 2017 and January 8, 2018          -OPS Paraprofessional Meetings: September 15, 2017 and February 15, 2018          -Marrs SEL training: October, 2017</p>	

### 4. High quality and ongoing professional development

<b>4.1</b>	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.</i>
<p>Marrs has created a targeted professional development sequence using MAP resources like MAP learning continuum and MAP skills. Teachers received presentations on the MAP learning continuum which focuses on grouping students for stations and other activities in the classroom. A MAP skills presentation was shared to support extension and/or remediation activities in the classroom. Other professional activities include focus on the classroom strategies for co-teaching and paraprofessionals, curriculum planning-unit development, SEL (Social Emotion Learning) and the MTSB (District behavior program). Fourth quarter planning reflects the need to finish strong and preparation for the next school year. Upcoming professional development activities include workshops for both Carnegie Training for math teachers and the SEL committee with also attend a 3 hour workshop on April 13. In the fall, Carnegie training will continue using the "train the trainer model" share new information, gather feedback and future planning. Additionally, teachers have also learned to implement new changes to Infinite Campus and use of the Classroom team software available in Microsoft Office 365. In April and May of this year, Marrs teachers will participate in professional development on use of technology by teachers and students in the classroom. In the fall, Marrs will implement a One-on-One student device initiative provided by the VHILS grant and supported by Title I.</p> <p>The Marrs Professional Development Model is structured to all teachers in grade 5-8 to work together in a core area to do sequential planning to develop curriculum across the grade levels. Teachers use time to organize and discuss curriculum activities. Information is shared with teachers about current district initiatives in their particular subject area.</p> <p>Professional development and related activities are embedded into weekly data/instruction for teachers throughout the school year. In the fall the previous year's summative data is presented to teachers, the</p>	

academic and instructional focus are developed based on the results. Meeting agendas are developed based on build and district topics. Class standard deviation is used to identify the range of academic level in a classroom and how to group students for optimal instruction. Also, student data and classroom RIT growth levels are set. Teachers then meet after winter data is available to learn how to analyze growth data, determine what students have shown growth and revise instructional strategies in areas of need.

Another embedded coaching professional development opportunity is available for math teachers through Carnegie Learning. Math curriculum is delivered in Grades 5-8 by using Carnegie Math. A coach from the company will work with teachers in their classroom this spring to develop and use best practices and strategies based on their need. Teachers will work with the coach from March 20-April 6 with a culminating Math workshop on April 13th. The coach and teachers will meet together to develop their program after classroom visits. Two teachers will also have the opportunity to attend a national Math conference in July to further learn new math techniques and strategies. Those teachers will then develop professional development activities to present to math teachers during the 2018-19 school year.

## 5. Strategies to increase parental and family engagement

<b>5.1</b>	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
The Parent Compact is reviewed with parents annually in the spring during Parent Coffee. Parent, administrators and community members are invited to review, discuss, and revise the compact as necessary. Revisions to the parent compact are made for the upcoming school year.	
<b>5.2</b>	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>
Marrs staff, parents, partnerships and community members will meet in the spring of 2018 to discuss a draft of the Parent and Family Compact. Groups will be able to provide input which will be integrated into the final draft.	
<b>5.3</b>	<i>Please provide a narrative below explaining how, when and where 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>
This meeting is scheduled to take place in the spring of 2018. Parents are invited to attend an informational meeting on Title I resources and programs offered during the school day. Parent are also provided an opportunity to participate in a survey designed to get feedback on Title I programming. To ensure that a cross-section of input is received, this survey is offered to parent in a variety of setting throughout the year.	

## 6. Transition Plan

<b>6.1</b>	<i>Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
NA	

<b>6.2</b>	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>At Marrs, our school transition plan focuses on the students' transition from elementary school to middle school. There are several events and communications with parents designed to provide an overview of the school and educational activities. Marrs sponsors the following events for students transitioning to Marrs:</p> <p>-Spring Curriculum Night - Parents of new students are invited to Marrs to learn more about what their students will be learning during the next school year.</p> <p>-Back to School Night - Parents and students for all grade levels are invited to meet teachers, tour school,</p> <p>-First Day for 5th Grade Only - This day is designed to help 5th graders get acclimated to the building. Students are walked through their class scheduled, lunch procedures and transitioning from class-to-class.</p>	
<b>6.3</b>	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>Beginning in December - teachers and administrators prepare students for high school registration. High school recruitment information is shared with students during advisement and in a separate mailing is sent by the district. Students have the option of attending high school Open Houses and students review an Open House recruitment video during advisement. Students complete their high school selection forms. Students then attend a high school orientation meeting where high school counselors are invited in to speak with students about registration process and course selection. High School Orientation is followed by a registration meeting where the focus is on final course selection.</p>	
<b>6.4</b>	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
N/A	

## 7. Strategies to address areas of need

<b>7.1</b>	<i>Please provide a narrative below explaining 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>Marrs Title I Plan provides extended learning opportunities for students who demonstrate the need beyond the instructional day. Marrs sponsors a Title I tutoring program from September through April. Students are nominated by their teachers in the areas of reading and/or math based on MAP fall assessment results and current progress. Student may be nominated again based on MAP winter assessment results. Marrs also provided support for the extended year, by allocates additional staffing for summer school programming using the same guidelines as above.</p> <p>Addressing the deficit in reading is a priority for Marrs. Marrs has integrated a reading intervention into the school day. All students in grades 5 &amp; 6, receive an additional 45 minute reading class with a reading interventionist as a part of their encore classes. The classes are structured using MAP Reading RIT and Lexile levels. Class structure includes students at and above grade level, ELL sections and heterogeneous groups of students between certain MAP RIT levels. For instruction, classes use a guided reading approach to deliver reading at student instructional levels.</p>	

Selected students in grades 7 & 8 students are identified in reading skill development. MAP data is again used to identify these students. A more intense intervention program is used with the goal to get students closer to grade level competencies. Students include ELL newcomers, current ELL students, special education and low achieving students in reading. MAP is the assessment used to place students. Curriculum is based on student needs and support resources. These classes are also a part of the encore block all year long for 45 minutes every other day.

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

<b>8.1</b>	<i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Marrs uses federal, state and district funding to support student learning in a variety of manners. Paraprofessional are assigned to high needs classrooms like English Language Learners, special education and other programming support areas. Title I and district funding support the summer school program (extended learning) by providing additional teachers and paraprofessionals to assist in the classroom. Funding provides support for the Marrs Afterschool tutoring program (extended day) for students who demonstrate academic deficits on interim assessments during the school year. Funds are used to support parent engagement activities such as Title I Curriculum Nights, Principal Coffee and Parent University activities. State grant funding provides support to our after school partnership with Completely Kids. Sherwood Foundation also provides funding support for school related educational activities.</p>	
<b>8.2</b>	<i>Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Marrs has formed partnerships with community agencies to support student learning. The partnership between Marrs and Boystown focuses on helps identified family with issues like depression, anxiety, school problems and ADHD. Latino Center of the Midlands' Pathways to Success programs organizers provide Marrs students and families with support to remove barriers to consistent school attendance, focuses on family engagement, and referrals to community agencies to access resources necessary for families to thrive. students who demonstrate chronic attendance issues or behavioral concerns. Methodist Hospital provides school and community-based counseling services for students and families participating in the programs. Marrs has been assigned a school social worker who works directly with families to access community resources.</p>	