

# 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:	McMillan Magnet Center
County District School Number:	035
School Grade span:	6-8
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)_School Culture (MTSS-B)___
School Principal Name:	Dr. Jeaneen Talbott
School Principal Email Address:	jeaneen.talbott@ops.org
School Mailing Address:	3802 Redick Ave. Omaha, NE 68112
School Phone Number:	531-299-8947
Additional Authorized Contact Person (Optional):	Mr. Andy Havelka
Email of Additional Contact Person:	andy.havelka@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>
Kelly Arbuckle Jeaneen Talbott Andrew Havelka Deondre Jones Jenelle Pritchard Rachel Beck Kala Peyton  Sarah Castanos Kathleen Schmedding Shea Gonzales La'Vaughn Luellen Michelle Kaczmarek _____	<u>Parent</u> Principal Assistant Principal Assistant Principal Dean of Students Instructional Facilitator Dean of Students  Magnet Coordinator Counselor Counselor Student Parent _____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 772	Average Class Size: 24	Number of Certified Instruction Staff: 60
Race and Ethnicity Percentages		
White: 27.3 %	Hispanic: 13.7 %	Asian: 2.4 %
Black/African American: 48.9 %	American Indian/Alaskan Native: 1.5 %	
Native Hawaiian or Other Pacific Islander: na %	Two or More Races: 6.2 %	
Other Demographics Percentages		
Poverty: 82.4 %	English Learner: 1.3 %	Mobility: 17.7 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NeSA Math, Reading, Writing, and Science</b>	<b>NWEA/MAP Math, Reading, and Science</b>
<b>Achieve3000 Level Set Assessment</b>	<b>Classroom Formative and Summative Assessments</b>
<b>6th Grade InView</b>	<b>Fountas &amp; Pinnell Leveled Reading Assessment</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 the corresponding folder is a copy of McMillan’s Data Booklet. Pages 19 – 27 and 43 - 45 provide results for NeSA Reading, Math, Science, and Writing. The data is reviewed and used to develop the school-wide improvement plan and professional development plan. Pages 49-50 provide results for the NWEA-MAP Math and Reading assessment. The NWEA-MAP is a predictive and diagnostic testing tool that aligns with NeSA Math and Reading assessments. The data is used to target struggling students and bubble students in an effort to provide interventions for low areas in math, reading, and science. Both sets of data are used by classroom teachers to infuse instructional strategies that support students in areas of improvement (i.e. Main Idea and Details for Reading or Number Sense for Math).</p>	
<b>1.2</b>	<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>McMillan has surveyed its Parents/Community on several occasions. PTO members are asked for input on future meeting topics and ways our school can work with parents and community members to assist our students. In the corresponding folder are School Climate Survey results. The results can be found on pages 37-38 of the data book. The results of the School Climate Survey are utilized for future school improvement planning.</p>	
<b>1.3</b>	<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>McMillan’s School Improvement Plan is in the corresponding folder. The plan includes four Goal Areas (Reading, Math, Writing, and School Climate), as well as Focus Skills, Strategies for Improvement, and Measureable Objectives. The SIP document also includes a year-long Professional Development Plan and Calendar. Also, included in the folder, is McMillan's Professional Development Calendar. The SIP PD Calendar and McMillan's PD Calendar are different on some occasions. Based on classroom assessments and NWEA data, the Professional Development Committee determines that PD Topics must change to cater to students' needs.</p> <p>A list of Department and School Improvement Plan Committees is included in the folder. These Committees meet regularly throughout the year to support the SIP and Professional Development Plans.</p> <p>Enclosed is documentation to support our last School Improvement goal related to School Climate. MTSSB componets were used to guide staff input for a building-wide behavior rubic and plan.</p>	

## 2. Schoolwide reform strategies

<b>2.1</b>	<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>McMillan has created a school-wide Professional Development Plan (enclosed) that includes strategies to meet the needs of all students. Included in the corresponding folder is the Omaha Public Schools Instructional Practices Handbook. This handbook outlines best practice instructional strategies that address the needs of all children, with an added emphasis on culturally-responsive teaching and students with learning needs. All staff members are provided professional development in</p>	

implementing these strategies throughout the year. Three professional development activities are provided; classroom management, engagement, and school improvement review.

### 3. Qualifications of instructional paraprofessionals

**3.1**

*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.*

The enclosed letter is provided by the District Human Resources Department. All staff is required to be Highly Qualified and Meet Rule 10 qualifications before they are hired.

### 4. High quality and ongoing professional development

**4.1**

*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.*

Enclosed in the corresponding folder are the OPS Action Plan and Instructional Practices Handbook. These documents outline the district's plan to raise student achievement through the use of effective instructional strategies and instructional coaching. McMillan has created and consistently follows a professional development schedule. The professional development focuses on raising student achievement and educational growth. On Mondays, teachers meet in teams to discuss student data and instructional strategies. Wednesdays are building-wide PD over best-practiced instruction. Thursdays and Fridays are designated for student support. Examples of professional development, peer observation and Critical Friends discussions, team and department meeting minutes are included in the corresponding folder.

### 5. Strategies to increase parental and family engagement

**5.1**

*Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

McMillan uses numerous strategies to increase parent involvement. Enclosed in the corresponding folder is a screen shot of the McMillan Website. Parents can access the website for pertinent information. McMillan also utilizes Facebook and Twitter to provide the community with important school information. The link for a McMillan's Student Created Newsletter is enclosed. Newsletters are posted on the website to provide parents/guardians with up-to-date information on all things related to McMillan. McMillan utilizes a Parent-Teacher Organization (PTO). Enclosed is a copy of a PTO Agenda. Parents meet with McMillan Administration and Teachers to raise money, discuss concerns, and plan for school improvements. Lastly, a monthly caller is sent out to each parent outlining upcoming events and PTO meetings.

**5.2**

*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.*

In the corresponding folder is McMillan's student handbook. Pages 4-6 included the Title I School-Parent Learning Compact and the Title I Parent Involvement Policy. These documents were created, with the help of parents, teachers, and students, to outline the responsibilities of all stakeholders in the learning process. The

Parental Involvement Policy also outlines specific ways parents can stay involved in their student’s educational experience at McMillan.	
<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>
In the corresponding folder are documents showing how McMillan will utilize its resources to review and update the parent policy following each school year. The McMillan Title I Committee will review and revise the Parent Policy with parent input at the PBL/Title 1 Nights and at Parent-Teacher Organization (PTO) Meetings. The Parent Policy will then be communicated to all parents and community via the School Website, Newsletters and through the student handbook.	

## 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>
DO NOT DO	
<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>
DO NOT DO	
<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>
DO NOT DO	
<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>
DO NOT DO	

## 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>
As part of McMillan’s school improvement plan, all staff members utilize NWEA-MAP and Achieve 3000 data results and instructional activities to raise achievement for all students. Enclosed in the corresponding folder is a PowerPoint presented to all staff members outlining NWEA. NWEA is an on-line testing tool that aligns with the Nebraska State Assessments. Teachers analyze MAP Data to determine weaknesses in Math, Reading and Science. Teachers then customize lessons through TeenBiz and Achieve 3000 to work on the weaknesses of individual students. Also enclosed is a powerpoint documenting the progress of McMillan students using the	

NWEA-MAP assessment. Achieve 3000 is an on-line reading tool that allows students to read articles assigned by the teacher or articles they have chosen. The articles are presented at the students' current reading level.

McMillan offers its students numerous opportunities to extend and increase learning opportunities. Enclosed in the corresponding folder is a document listing the various clubs, activities, and athletics offered at McMillan and supported by staff members. McMillan also offers an after-school program sponsored by a community partner (YMCA). The program is called Lion's Pride. At Lion's Pride students participate in a wide variety of activities, tutoring, and mentoring. An informational document that explains Lion's Pride is included in the corresponding folder. Extended learning is also offered at McMillan through Summer School. Enclosed is a document outlining District Staffing for Summer School Programs in the Omaha Public Schools. Programs such as Partnership 4 Kids, which help students become college and career ready, are available for students at McMillan. This program guides youth towards academic success from Kindergarten to careers.

## 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>Additional reading support is funded by multiple sources. Our tier 3 reading program called Achieve 3000 is funded through the District Budget. Achieve 3000 an online program which students can use at home as well. The instructor is paid for by our general fund. Numerous student activities and field trips are funded by grant money by the Sherwood Foundation. Enclosed in the corresponding folder are documents showing McMillan's utilization of Achieve 3000. Our math support programming includes the utilization of IXL, an online program to support math instruction. Title I supports the funding of IXL and students can access IXL at school and home. Enclosed in the corresponding folder are documents showing McMillan's utilization of IXL. Additionally, a paraprofessional funded through Title I was designated to support targeted math students through lunch tutoring and pull-outs. The enclosed parent letter for the MAC Academy provides details regarding our math support programming.</p> <p>In an effort to ensure that teachers are remaining current on instructional strategies, Title I funds will be used to provide professional opportunities. One such opportunity was in February 2017 where Title I funds were used to send 10 staff members to Kagan's Winter Academy focusing on Cooperative Meetings. Enclosed are two meeting agendas using Kagan Structures as part of the professional development and team building at McMillan. Additional professional development includes Seven Habits of Effective Educators Training, curriculum writing, team meetings, department meetings, and conferences that are outside of duty hours. Staff members are paid for planning time for staff presentations.</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>At McMillan Magnet Center we have great community partners that assist us in supporting our school action plan. We have a partnership with the YMCA, which runs our after school program and Partnership 4 Kids. Both programs provide tutoring for McMillan students, both use McMillan teachers to support student achievement, and both groups provide enrichment opportunities for students. This also includes summer programs. Enclosed is a Partnership 4 Kids Brochure and an informational brochure on McMillan's after-school program (Lion's Pride).</p>	

Additional community partnerships exist to support our engineering magnet focus. An off-campus engineering classroom is located at The Mastercraft Building, and Kiewit supports math and engineering community partnership opportunities.