

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:	Skinner Magnet Center
County District School Number:	28-0001-214
School Grade span:	PK-5
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input 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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Tarina Cox-Jones
School Principal Email Address:	tarina.coxjones@ops.org
School Mailing Address:	4304 No. 33 rd Street
School Phone Number:	531-299-2080
Additional Authorized Contact Person (Optional):	Karolyn Roby
Email of Additional Contact Person:	karolyn.robby@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 & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Pacquisha Partee</u> <u>Ke'Arah Partee</u> <u>Ashley Jones</u> <u>Kyla Huber</u> <u>Bobbie Martinie</u> <u>Mary Pauba</u> <u>Janet Shoemaker</u> <u>Jennie Thompson</u> <u>Christin Ones</u> <u>Alicia Hoelsing</u> <u>Leah Weeks</u> <u>Jonelle Dickmeyer</u> <u>Karolyn Roby</u> <u>Cari Taylor</u> <u>Tarina Cox-Jones</u>	<u>Parent</u> <u>5th Grade Student</u> <u>Behavior Interventionist</u> <u>Special Education Teacher</u> <u>Librarian</u> <u>5th Grade Teacher</u> <u>3rd Grade Teacher</u> <u>1st Grade Teacher</u> <u>KDG Teacher</u> <u>PreK Teacher</u> <u>Elementary REACH Supervisor</u> <u>Math Coach</u> <u>Instructional Facilitator</u> <u>School Support Liasion (SSL)</u> <u>Principal</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 355	Average Class Size: 19	Number of Certified Instruction Staff: 32
Race and Ethnicity Percentages		
White: 10.8 %	Hispanic: 14.2 %	Asian: 2.8 %
Black/African American: 66.1 %	American Indian/Alaskan Native: 0.6 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 5.4 %	
Other Demographics Percentages		
Poverty: 84.79 %	English Learner: 7.89 %	Mobility: 18.75 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NeSA	
MAP	

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 disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
<p>As a staff, we looked at our NeSA data in math, reading and science to make data driven decisions in regards to classroom instruction. We also used our fall MAP data to determine intervention groups as well as additional opportunities for differentiated instruction. During our grade level Data Dives, we were also able to drill down into grade level data from the MAP to create quadrant reports to further support all students especially focusing on those students that are at risk of failing to meet State academic standards. Our teachers also use F&P Levels to determine which guided reading groups their students need to be in to continue to meet their literacy needs and help them continue to grow as readers. Our teachers also utilize LLI to provide additional interventions for their students.</p>	
1.2	<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>Each year, we have a climate survey/Parent Voice Conference Paper Survey that parents/guardians are able to complete during conferences. (There is a table where the survey/parent voice conference papers are available to parents/guardians to fill out, once completed, parents place them in a locked black box that is picked up shortly after conferences and taken back to the TAC building.) Parents/guardians are encouraged to complete the survey when they arrive or before leaving from conferences. We also offered Popcorn With the Principal during the school year. We offered it before and afterschool to accommodate more parents/guardians. We also ask for parent suggestions during our PTA meetings. As well as parents and community partners/community members know that we have an open door policy here at Skinner and know that they are always welcome to come and share/discuss with Skinner staff about our strengths, areas of improvement and suggestions and or new ideas. pg. 54-57</p>	
1.3	<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>Our School Improvement Plan is a working document during the school year. Staff members from all grade levels and positions are part of our school improvement team. We used our NeSA data to determine academic goals in math, english/language arts and science. We also use our climate survey results to determine our school culture goal. We also</p>	

use staff input and suggestions via informal climate checks and formal climate surveys to determine our leadership goal areas.

2. Schoolwide reform strategies

2.1

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.

We have aimed to be more strategic in our professional development and our SIP Goals to best meet the needs of our students. One area that we have continued to refine is with our MTSS-B (Multiple Tiered Systems of Support-Behavior) professional development. This is our 2nd year as an MTSS-B school and we continue to learn and grow as a staff on how to best meet the behavioral and social/emotional needs of our students. We aim to be more consistent school wide with our language, procedures, routines and expectations. Our MTSS-B team meets monthly to examine our behavioral data through our behavior dashboard to determine our action steps and or action plan for supporting the behavioral data we are seeing for that month. Our students are able to earn tickets for meeting school wide expectations. They are able to use their tickets to purchase items and or coupons from our school store. We have also provide basic need opportunities for our students for dental and vision. We participate in the the Healthy Smiles and Vision Van programs. Through these programs, our students are able to have basic needs met in a quick time frame which helps them to be able to concentrate and focus on school rather than the needs that aren't being met. By Adding Success Mentors to our school, we have also increased options for students that struggle with attendance (either through tardies and or absences.)

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 instructional paras at Skinner have met the requirements of Rule 10 and ESSA for the 2017-2018 school year.

4. High quality and ongoing professional development

4.1	<p><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>
<p>Our School Improvement Team works with our needs assessment/cimate survey and state assessment data to detemine the topics for our professional development for the year. We have really worked hard to only focus on a few topics to ensure that we are gaining a solid background in those areas before moving on to other topics. We have narrowed our big umbrella topics down to: MTSS-B, Gradual Release of Instruction & Learning Goals. We also have PD to further break down grade level curriculum, pacing and subject specific professional development.</p>	

5. Strategies to increase parental and family engagement

5.1	<p><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></p>
<p>We have opportunities for our parents/guardians, staff and students the opportunity to provide feedback and suggestions on how to improve our compact. Opportunities include fall and spring conferences, Popcorn with the Principal and during our annual Title I Parent Meeting/Data Night.</p>	
5.2	<p><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></p>
<p>We have opportunities for our parents/guardians, staff and students the opportunity to provide feedback and suggestions on how to improve our compact. Opportunities include fall and spring conferences, Popcorn with the Principal, during our annual Title I Parent Meeting/Data Night and during our SIP Focus Team whole group meetings.</p>	
5.3	<p><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></p>
<p>We have tried something new this year by having our PTA meetings before our Family Nights or other events. This year we also tried a new event where we combined our Title I Parent Meeting/Data Night. During this time, we were able to talk about our Title I program here at Skinner, review our School Compact and Title I Parent and Family Engagement Policy.</p>	

6. Transition Plan

6.1	<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>
<p>Each year (usually in May, our PreK Teachers and KDG teachers meet to discuss how the PreK students were prepared for coming to kindergarten as well as suggestions on what can be done in PreK to help prepare them more for the transition from PreK to KDG. In addition to formal meetings, the PreK teachers will bring the students that will be transitioning to KDG to play on the "big playground" as well as eat lunch in the main cafeteria at least once before the end of the school year. The PreK team participates in roll over meetings for those students that currently have resource services. Our PreK teachers also collaborate with teachers from our Early Learning Center (OELC) next door to help ease the transition of their three year olds into our PreK classrooms. Our KDG teachers also participate in our Kindergarten Round Up. Our PreK teachers provide suggestions, ideas and tips that are shared with parents/guardians during our Kindergarten Round Up presentation.</p>	
6.2	<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>Our guidance teacher works with our 5th grade students during 4th quarter to help prepare them for the transition to middle school. He works with the middle school counselors on registering our students, helps them practice working a combination lock, talks about the middle school experience. Our guidance counselor and 5th grade teachers work together to have former Skinner students who are in middle school or early in their high school years come back to talk to our 5th graders to provide them with "real world experience" in regards to the middle school transition from elementary.</p> <p>Our 5th grade students also have the opportunity to participate in the Middle School Jump Start Program. This is where students are able to participate in a summer school program at the middle school that they will attend as a 6th grader. This is an opportunity for them ease into a successful transition to middle school from elementary.</p>	

6.3	<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>
NA	
6.4	<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>
NA	

7. Strategies to address areas of need

7.1	<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>We currently offer tutoring for our students after school until 5:35pm. This enables our students to receive addition academic support from Skinner teachers. In addition to our tutoring offerings, students attend CLC-our afterschool program. During the after school program, students have 1 hour of academic time where students work with CLC staff on homework, and or focus areas that have been identified by their classroom teacher. This collaborative focus on academics helps our students continue to learn and grow academically afterschool. During breaks (winter, spring and summer) our CLC program provides programming opportunities for our students to participate in. These offerings include students being able to attend the Boys and Girls Club on days that Skinner CLC is closed as part of the new partnership between Skinner CLC and The Boys and Girls Club of Omaha. Summer school is also offered for 20 days in June. These days consist of math, reading, writing and science instruction as well as enrichment and electives.</p>	

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

8.1	<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>
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We utilize Title I funds, General Budget & Magnet Funds funds, partnership/collaboration as well In Kind donations and funds/support to support the work we do here at Skinner Magnet Center to best meet the needs of our students of our students academically, socially and behaviorally.

8.2 *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.*

Skinner works with many community organizations to ensure that the needs of our students and families are being met.

-We have 48 students that currently participate in the Food Bank Program Back Pack Program.

-West Omaha Rotary volunteers come to Skinner to read with our students. They help work on reading comprehension with the students that they read with. Rotarians also share their career expertise with our students during our career fair.

-Skinner Skyhawk Branch of US Bank that works with Skinner students on making deposits, saving money & keeping track of the amount of money in their savings accounts. Our school banking program also helps our students learn about averages by looking at the total amount of money deposited so far this year and the number of weeks that we they have been able to make deposits.

-Abide Network that provide opportunities for Skinner students and families during the school year and over the summer.

-Engineering Technologies-they partner with our Engineering Club students.

-Partnership 4 Kids-this is our second year partnering with them. Our P4K partnership brings community members into our school monthly as goal buddies and or book buddies. Our students are not only able to talk about goal setting they are also able to learn about local businesses and careers available in these companies and or fields.

-Our staff, students and families support local community resturants by participating our Dine Out Nights. Leading up to our Dine Out nights, our teachers talk with the students about real world math application but talking about various math and money related skills are needed to work at these resturants as well as how much it costs for a meal for them and or to feed their family at each particular resturant. They also talk about percentages as Skinner gets a percentage of the cost of each meal purchased.

-We also partner with local schools such as Creighton Prep, Metro, UNO and Midland students. We have found that it is a great connection to have high school and college students come to Skinner to work with our students on their academics as well as social and emotional learning.