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

<table>
<thead>
<tr>
<th>District Name:</th>
<th>Omaha Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Dist. No.:</td>
<td>28-0001</td>
</tr>
<tr>
<td>School Name:</td>
<td>Martin Luther King Jr. Elementary</td>
</tr>
<tr>
<td>County District School Number:</td>
<td>28-001-205</td>
</tr>
<tr>
<td>School Grade span:</td>
<td>Pre-K-5th</td>
</tr>
</tbody>
</table>

Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)  
Yes  No

Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)  
Yes  No

Indicate subject area(s) of focus in this Schoolwide Plan.  
- ☒ Reading/Language Arts
- ☒ Math
- ☒ Other
  (Specify)_Writing and Science_

School Principal Name:  Mrs. Stephanie Black
School Principal Email Address:  stephanie.black@ops.org
School Mailing Address:  3706 Maple Street  
Omaha, NE  68111
School Phone Number:  402 457-5723
Additional Authorized Contact Person (Optional):  Genevive Core
Email of Additional Contact Person:  genevive.core@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.  
Yes  No
Names of Planning Team
(include staff, parents & at least one student if Secondary School)

Keyondra Townsell
Sandra Evenson
Stephanie Black
Genevive Core
Danielle Dickel
August Traylor
Ashley Kletke
Kirsten Champ
Hayley Grasmick
Mehgan Nolan
Lindsey Brown
Brenda McGruder

Titles of those on Planning Team

Parent
Grandparent
Principal
Instructional Facilitator
Teacher-Kdg
Teacher-1st
Teacher-2nd
Teacher-3rd
Teacher-4th
Teacher-5th
Paraprofessional

School Information
(As of the last Friday in September)

<table>
<thead>
<tr>
<th>Enrollment: 374</th>
<th>Average Class Size: 17-22</th>
<th>Number of Certified Instruction Staff: 35</th>
</tr>
</thead>
</table>

Race and Ethnicity Percentages

| White: 9 % | Hispanic: 15 % | Asian: 4 % |
| Black/African American: 58 % | American Indian/Alaskan Native: 1 % |
| Native Hawaiian or Other Pacific Islander: 4 % | Two or More Races: 9 % |

Other Demographics Percentages

| Poverty: 89 % | English Learner: 8.6 % | Mobility: 28.3 % |

Assessments used in the Comprehensive Needs Assessment

(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

| NeSA |
| MAP |
| K-1 Assessment |

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 disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.
King Elementary used data from the King Data Book to determine what areas we need to focus for instructional purposes (Data Book - pgs. 9 and 17-36). This information was compiled from District and State Assessments. We also used information from all stakeholders (Parents, Staff, Students and Community Members). We simply asked What is going well at King Elementary (Glows) and What can we improve to make King a better place for children (Grows). Once we determined our Grows and Glows, we use this information to develop our School Improvement Plan. This plan was developed early in the year and is an everchanging document.

1.2 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.

We included a large document of Family Functions which includes: Flyers inviting parents to different family events (Open House, Parent Breakfasts, Parent Teacher Conferences (Fall and Spring), Family Wellness Night, Family Math Night, Family Leadership Institute. Also included are RSVP forms and sign in sheets. We also used information from all stakeholders (Parents, Staff, Students and Community Members). We simply asked What is going well at King Elementary (Glows) and What can we improve to make King a better place for children (Grows). Once we determined our Grows and Glows, we use this information to develop our School Improvement Plan. This plan was developed early in the year and is an everchanging document.

1.3 Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.

King Elementary used data from the King Data Book to determine what areas we need to focus for instructional purposes (Data Book - pgs. 9 and 17-36). This information was compiled from District and State Assessments. We used our School Improvement Plan to help our teachers focus on Best Instructional Practices through Teaching Studies. Our Teaching Studies were a year long project. The dates of our Teaching Studies are listed in our School Improvement Plan. We also included information on our Strategic Tutoring Program. We have Informational Flyers, Permission Slips, Tutoring Reminders and Attendance forms. Students from Grades K-5 were invited to participate in the Tutoring.

2. Schoolwide reform strategies
King Elementary used data from the King Data Book to determine what areas we need to focus for instructional purposes (Data Book- pgs. 9 and 17-36). This information was complied from District and State Assessments. We also used information from all stakeholders (Parents, Staff, Students and Community Members). We simply asked What is going well at King Elementary (Glow) and What can we improve to make King a better place for children (Grows). Once we determined our Grows and Glows, we used this information to develop our School Improvement Plan. This plan was developed early in the year and is an everchanging document. King Elementary used Title I funds to hire two retired teachers to work with students who were not projected to pass state assessments. Data from assessments was used to identify those areas students needed intensive instruction (see Math and Reading Interventions).

### 3. Qualifications of instructional paraprofessionals

All paras are highly qualified per district requirements. King Elementary holds monthly meetings with paras. We work on different strategies that Paras could easily implement to assist teachers without interrupting instruction. We used our data from pgs. 9, 17-35 in our Data Book to determine what skills to implement with Paras.

### 4. High quality and ongoing professional development

King Elementary used data from the King Data Book to determine what areas we need to focus for instructional purposes (Data Book- pgs. 9 and 17-36). This information was complied from District and State Assessments. We used our School Improvement Plan to help our teachers focus on Best Instructional Practices through Teachng Studies. Our Teachng Studies were a year long project. The dates of our
Teaching Studies are listed in our School Improvement Plan. Included is information on our Strategic Tutoring Program. We included Informational Flyers, Permission Slips, Tutoring Reminders and Attendance forms. Students from Grades K-5 were invited to participate in the Tutoring. King Elementary used Title I funds to hire two retired teachers to work with students who were not projected to pass state assessments. Data from assessments was used to identify those areas students needed intensive instruction (see Math and Reading Interventions).

5. Strategies to increase parental and family engagement

<table>
<thead>
<tr>
<th>5.1</th>
<th>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On September 1, 2016, we held our Annual Title I meeting prior to Open House. Included in this area is the Agenda and Sign-in Sheets. We also included King Parental Involvement Policy. Our Family Functions File documents our Family Functions: Flyers inviting parents to different family events (Open House, Parent Breakfasts, Parent Teacher Conferences (Fall and Spring), Family Wellness Night, Family Math Night, Family Leadership Institute. Also included are RSVP forms and sign in sheets. Our Parent Compact and Parental Involvement Policy which is also included in our Student Handbook. Each student attending King Elementary receives a Student Handbook the first week of school.</td>
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<table>
<thead>
<tr>
<th>5.2</th>
<th>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.</th>
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| 5.3 | 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. |
On September 1, 2016, we held our Annual Title I meeting prior to Open House. Included in this area is the Agenda and Sign-in Sheets. We also included King Parental Involvement Policy. Included in our Family Functions File are the following: Flyers inviting parents to different family events (Open House, Parent Breakfasts, Parent Teacher Conferences (Fall and Spring), Family Wellness Night, Famly Math Night, Family Leadership Institute. Also included are RSVP forms and sign in sheets. Our Parent Compact and Parental Involvement Policy is also included in our Student Handbook. Each student attending King Elementary receives a Student Handbook the first week of school. We also included Parent Teacher Organization (PTO) Agendas and Sign-in Sheets.

6. Transition Plan

6.1 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.

King Elementary held Kindergarten Round-up January 18, 2017 for any child turning five years old on or before July 31, 2017. Seven students were pre-enrolled for Kindergarten. Those seven students were also invited to participate in Kindergarten Jump Start this summer. On February 8, 2017, we held Early Childhood Application Days. Parents could bring students in between the ages of 2-4. Students were screened by trained staff. Parents completed information forms. The placement division will place students in Headstart and Pre-Kindergarten. Included in this area are the Kindergarten Jump Start Application, Talking points for Kindergarten Round-up and a flyer inviting parents to attend Early Childhood Application Days.

6.2 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.

Each middle school with students moving from King Elementary hosts a Transition to Middle School Summer Program. Flyers are sent home with students to register. Counselors from the various Middle School will come to register students for classes.

6.3 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.

Does not apply to elementary schools.
6.4 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.

Does not apply to elementary schools.

7. Strategies to address areas of need

7.1 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.

King Elementary used data from the King Data Book to determine what areas we need to focus for instructional purposes (Data Book – pgs. 9 and 17-36). This information was complied from District and State Assessments. King Elementary used Title I funds to hire two retired teacher to work with students who were not projected to pass state assessments. Data from assessments was used to identify those areas students needed intensive instruction (see Math and Reading Interventions). We also included information on our Strategic Tutoring Program. We have Informational Flyers, Permission Slips, Tutoring Reminders and Attendance forms. Students from Grades K-5 were invited to participate in Tutoring. King Elementary partners with the Urban League of Nebraska to provide a free after school program. The program has a mandatory homework component. Students work on activities in the areas of Science, Technology, Engineering and Math (STEM). The application is included.

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

8.1 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.

The King Title I Budget and Title I Accountability Grant dollars are included in this area.

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.

King Elementary Adopt-a School Partners are included in this area. Pictures from the King Greeters are also included. We have two
community organizations greeting students each week: 100 Black Men of Omaha and My Life, LLC. We look forward to Mondays and Thursdays.