

Title I Schoolwide Plan

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

*The New Title I Schoolwide Plan is due to the NDE Federal Programs office
by April 1st*

Date of Review:	March 3, 2025
District Name:	Millard Public Schools
School Name:	Walt Disney Elementary
County-District-School Number: xx-xxxx-xxx	28-0017- 016
Grades Served with Title I-A Funds: (PK is rarely served)	PreK-5
Preschool program is supported with Title I funds. (Mark appropriate box)	X Yes ☐ No
Summer school program is supported with Title I funds. (Mark appropriate box)	☐ Yes X No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☐ Other (Specify)_____
School Principal Name:	Cindy Scharff
School Principal Email Address:	cmscharff@mpsomaha.org
School Mailing Address:	5717 S. 112th Street Omaha, NE, 68137
School Phone Number:	402-715-2350
Additional Authorized Contact Person (Optional):	Tony Gentile
Email of Additional Contact Person:	amgentile@mpsomaha.org
Superintendent Name:	Dr. John Schwartz
Superintendent Email Address:	jdschwartz@mpsomaha.org

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> Cindy Scharff - Principal Tony Gentile - Administrative Intern Emily Morgan - Special Education Teacher Jackie Petersen - Kindergarten Teacher Allison Switzer - SLP Lauren Winkler - Fourth Grade Teacher Amanda Smith - PE Megan Kardell - Second Grade Teacher Kim Wright - Fifth Grade Teacher Rachel Buchmann - First Grade Teacher Kelly Vollmer - Parent Chase Moffit - Parent Mary Wurst - Parent Nicole McMahon - Parent Breann Avery - District	<u>Titles of those on Planning Team</u> <u>Parent</u> <u>Administrator</u> <u>Classroom Teacher</u> <u>Special Education Teacher</u> <u>SLP</u>
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 362	Average Class Size: 18	Number of Certified Instruction Staff: 36
Race and Ethnicity Percentages		
White: 40.1 %	Hispanic: 25.7 %	Asian: 20.4 %
Black/African American: 5.5 %	American Indian/Alaskan Native: .3 %	
Native Hawaiian or Other Pacific Islander: .3 %		Two or More Races: 7.7 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 49.4 %	English Learner: 23.8 %	Mobility: 1 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS - ELA, Math, Science	Preschool Gold
MAP	Parent, Staff, Student Engagement Surveys
Map Fluency	District Writing Assessments
Common Formative Assessments (Reading & Math)	ELPA

Confirm all Instructional Paras are Qualified according to ESSA.	X Yes ☐ No
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Please write a narrative in each box below to correspond to the Rating Rubric.

1. Comprehensive Needs Assessment

1.1	<i>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.</i>
Disney has a multi-tiered approach to ensuring all students receive the support they need to demonstrate academic growth and meet State academic standards. Millard Public Schools has a variety of assessments that allow us to triangulate data to provide accountability, measure student progress, plan school programs, and help identify students who are at risk of failing. This multi-tiered approach ensures that students are ready to transition from one level to the next, producing competent and qualified students who can succeed after leaving Millard Public Schools. <i>(Supporting Document - Disney MTSS/Problem Solving Flow Chart)</i> Student-level data is collaboratively analyzed at multiple levels. All students' data is analyzed throughout the year to ensure that students receive proper support. Teachers, interventionists, and administration meet three times a year to analyze data from the MAP assessment, text leveling, NSCAS, and other benchmark assessments. At these data digs, we utilize data points to plan instruction according to the needs of the students. <i>(Supporting Document - Disney 24/25 MTSS/PLC Dates & Master Disney PLC Agenda)</i> Teachers, interventionists, and administration regularly utilize common formative assessments to analyze mastery of standards. Students at risk of failing academic standards are provided additional reteaching and monitored to ensure growth. Those students who do not make sufficient growth are provided additional support through increased frequency, duration, and intensity. Professional Learning Communities continue to monitor progress when adequate growth is not met, and concerns remain; students are brought to a larger problem-solving team. This team ensures that the students effectively move through the MTSS process and receive the support they need to close the achievement gap. <i>(Supporting Document - Graham Data Document)</i>	
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>
Parents are invited to share their feedback through an annual engagement survey provided by the district. These results are calculated to give our school an overall grade and an analysis of individual questions. Site-level data analysis is used to identify patterns, strengths, and areas of concern. This analysis then drives our action steps.	

Partners For Education in the community are also asked informally about their needs and concerns. These surveys and opinions gathered through School Improvement Team meetings are used to identify and address the needs of our school. The administration has an open-door policy, allowing the community to provide feedback anytime.
(Supporting Document - Engagement Survey & SIT Agenda)

1.3

Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.

Our School Improvement Team, a group of parents and staff, meets four times a year to ensure the ongoing progress of our school plan. This plan was developed by stakeholders after looking at our school's data. A framework to improve our weaknesses and build our strengths was then developed to help achieve our school mission. The plan is revised every four years to ensure the best possible learning environment for all students at Disney.

(Supporting Document - SIT Agenda)

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.

Disney has a continuum of interventions available for students at risk of not meeting the challenging state academic standards. All planning decisions are made collaboratively at the PLC level and align with the MTSS process. All students receive quality Tier 1 support that reflects the Millard Instructional Model (MIM).

(Supporting Document - Disney PLC/MTSS Calendar)

Tier 1 support provides differentiated classroom small-group instruction and reteaching opportunities in reading and math. District curriculum supports the planning and instruction of these differentiated learning experiences. In addition, guided phonic instruction is provided to identified students as a Tier 1 intervention. Students who are identified as not making adequate progress in Tier 1, receive additional support through Tier 2 interventions in both math and reading. A variety of research-based interventions are utilized at the Tier 2 level.

(Supporting Document - Student Tier 2 Plan)

Intervention program decisions are collaboratively made based on the student's learning profile. These interventions are delivered in differentiated groups by special education staff, math and reading interventionists, and paraprofessionals during specific times of the school day as indicated by Disney's master calendar. The master schedule ensures that students receive intervention without missing critical core classroom instruction and are truly receiving a double-dipped experience to promote the closure of the achievement gap. Student's progress toward mastery is continuously monitored. If data does not show progress, intervention fidelity is evaluated, and movement to a Tier 3 intervention is collaboratively considered. Students moved to Tier 3 receive the highest level of intervention based on its intensity, duration, and frequency.

(Supporting Document - Disney Master Schedule, Literacy & Math Intervention Schedules, & Example of Collaboration From - 3rd)

3. High-quality and ongoing professional development

3.1	<i>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.</i>
Professional development is a continuous process that seeks to develop capacity in all staff. Professional development needs are initially defined through our district-level areas of focus and our site-based planning team. A comprehensive staff development plan is designed each summer through the collaborative efforts of multiple staff members. Throughout the school year, our site-based leadership team evaluates progress in the professional development plan while consistently doing informal needs assessments of the staff. The leadership team then plans and develops professional development opportunities that help to achieve these school and district goals. Professional development opportunities target all staff, certified and hourly, and are offered in various learning designs. These designs include formal training, online modules, book studies, lab classrooms, and lesson modeling. Annual engagement surveys, site planning goals, individual professional growth plans, and/or formal evaluations may generate themes for large-group staff development or individual and small-group research/planning. Disney's staff development includes district-mandated programs of assessment procedures, safety and security, and special education procedures. (Supporting Document - Disney Building Learning Plan) As documented by the Millard Public Schools Human Resources Department, Disney paraprofessionals have met the state's ESEA requirements. This includes hiring staff with the proper educational experiences and providing them with the necessary professional development while employed with MPS. Disney's paraprofessionals are included in district and building-level staff development. Paraprofessionals receive additional pay as an incentive to participate in additional job training. Training options offered at the school and district levels have been included. (Supporting Document - Paraprofessional Meeting Agenda & Rule 11 24-25)	

4. Strategies to increase parent and family engagement

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.</i>
School-Parent Compact was developed through the School Improvement Team. The School Improvement Team comprises all stakeholders: teachers, support staff, ELL staff, administration, and parents. The compact was designed to align with the goals established in our school site plan. The Compact is shared in various modalities: school newsletter, website, Friday Folders, and individualized parent meetings. The Compact is reviewed quarterly to ensure goals, strategies, and outcomes align. (Supporting Document - Disney SIT 23-25 Agenda & Disney's website - https://disney.mpsomaha.org/)	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.</i>
Title 1 Parent and Family Engagement Policy/Procedure was developed through the School Improvement Team. The School Improvement Team comprises all stakeholders: teachers, support staff, ELL staff administration, and parents. The Title 1 Parent and Family	

Engagement Policy/Procedure was designed to align with the goals established in our school site plan. The Title 1 Parent and Family Engagement Policy/Procedure is shared in various modalities: school newsletter, website, Friday Folders, and individualized parent meetings. <i>(Supporting Document - Disney SIT 24-25 Agenda & Disney's website - https://disney.mpsomaha.org/)</i>	
4.3	<i>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.</i>
The Title 1 Parent Meeting is held at the school's first School Improvement Team Meeting. All parents and staff are invited to be part of the School Improvement Team. The School Improvement Team comprises all stakeholders: teachers, support staff, ELL staff, administration, and parents. Title 1 information is shared in various modalities: school newsletter, website, Friday Folders, and individualized parent meetings, Kindergarten Parent Meetings, New Student Parent Orientation. <i>(Supporting Document - Disney SIT Agenda 24-25 & Disney's website - https://disney.mpsomaha.org/)</i>	

5. Transition Plan

5.1	<i>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).</i>
Communication is key to the success of incoming students. When a student is new to our district, an online system is used for registration. Translators are provided to help with the process for parents who do not speak English. Records are requested and received from the outgoing school. Records are reviewed to determine the student's current academic levels. Parent feedback is invited and used to support a successful transition. The school team may do additional assessments to learn more about the incoming student, which could include, but are not limited to, text-leveling and the MAP assessment. The school team looks at past, newly gathered data and previous interventions to ensure that the child receives timely and appropriate levels of support. Student-based data is consistently reviewed to ensure student progress and evaluate the need to increase or decrease the intensity or frequency of interventions. For students transferring within a district, a document is used to help provide information for students transitioning from program to program and school to school. This document provides the new school with quantitative and anecdotal information to support a successful transition. <i>(Supporting Document - S2S form)</i> For students transitioning from preschool to kindergarten with an IEP, an IEP transition meeting is held with outgoing and incoming school representatives. Student data gathered through Teacher Strategies GOLD is provided to the kindergarten staff for all previous Millard preschool students. All parents are invited to a Kindergarten transition meeting and informal opportunities to learn more or ask questions about the upcoming transition. Transitions from grade level to grade level are also intentionally planned. Vertical planning and teaming amongst staff support this transition. Parents are invited to a beginning-of-the-year open house that provides curriculum information highlighting pertinent transitional information. The	

district and school are continuously evaluating the effectiveness of our transition plans and making necessary adjustments to ensure a seamless transition is in place for the students and families involved and to support instructional gains.	
5.2	<i>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).</i> Students' successful transition from elementary to middle school is essential. Students are provided several opportunities to meet with students and staff from the middle school they will attend if the school is within the district. They also have the opportunity to visit the school for a half-day transition. Staff from the middle school meet with our staff to address the needs of the students attending the new middle school. Special education staff meet to coordinate services. Special education staff from the middle school will attend fifth-grade IEPs to meet parents and discuss the transition. Counselors meet with fifth-grade teachers to address concerns. Students in interventions have transition forms sent to the middle school, indicating the services they are receiving and the intensity and frequency. If needed, middle school staff will follow up with interventionists to work together to provide the best transition to Tier II and III services. These lines of communication remain open as a new school year begins. If needed, the middle school staff may contact our staff again to triage student concerns. <i>(Supporting Document - Middle School Email)</i>

6. Strategies to address areas of need

6.1	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i> Our school has developed a broad range of strategies to support our school-wide plan. The Millard Education Plan provides a comprehensive framework of outcomes, curriculum, and assessments designed to provide differentiated instruction to facilitate student achievement. Our Disney educational program includes Literacy and Math Intervention services, Resource, English Learner services, High Ability Learner curriculum, and Preschool opportunities. Special district initiatives, such as reteaching, also support our school-wide plan. <i>(Supporting Document - K-5 Comprehensive Course Guide)</i> The district has a free summer learning opportunity for students who need additional instruction in reading and math. The program is invite-only for students whose winter MAP scores in reading and math are below the 40th percentile, EL level 1 and 2 students, and teacher-recommended students. <i>(Supporting Document - SLAM Invite)</i> The district also has a Summer Reading program that provides learning opportunities for targeted students. Also, our school library is accessible during the summer months. Targeted students receive explicit reading intervention during this time. <i>(Supporting Document - Disney Summer Library Flyer)</i> These programs are supplemented with initiatives developed through the site planning process and led by the School Improvement Team. These programs include the breakfast program, the mentoring program, the volunteer program, and after-school enrichment clubs.
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Also, our school-wide research and application of the Responsive Classroom Framework, which focuses on the social-emotional needs of students, has strengthened the quality of our learning time.

7. Consolidation OR Coordination and Integration of Federal, State, or local Funds

7.1

Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). *(If you choose not to consolidate, N/A is acceptable.)*

During the 2024-2025 school year, Title I funds are used to support 2.5 FTE certificated teachers. The teachers support kindergarten through fifth-grade students who need Literacy and Math intervention. Title I teachers serve students in various settings, including whole group, small group, and individual instruction, as determined by the student's needs. Intensity and frequency are considered when planning for intervention. Students not meeting mastery of standards will be the priority for Title I services.

(Supporting Document - Literacy & Math Intervention Schedules)

One Title I funded certificated teacher (1.0 FTE) will be utilized to teach in our Preschool classrooms. The preschool has two half-day programs, five days a week. Regardless of how they are funded, all staff, parents, and volunteers support the daily implementation of the Title Plan. It is a shared expectation that all staff members meet the needs of each child.

(Supporting Document - Literacy & Math Intervention Schedules)

Title funding, in addition to building funds, has also been utilized to purchase resources for classroom teachers with students performing below grade level. Staff were able to attend the Responsive Classroom course to support social-emotional needs. Substitute teachers are provided for staff to participate in Professional development, including instructional rounds, lab classrooms, and model teaching.

(Supporting Document - Instructional Rounds Agenda)

We also use many community resources to enhance our learning environment. We have Partners For Education that support our learning program through incentives, assemblies, and family events. We also have support from local organizations, Millard Foundation, Project Wee Care, Open Door Mission, Knights of Columbus, Brookside Church, and King of Kings Church. These organizations provide many of our families with food and clothing throughout the year and support us in reaching the goals outlined in our school-wide plan.

(Supporting Document - Family Communication regarding free Winter Coats)

In summary, Disney collaborates with the district, state, and federal sectors to boost financial support for our programs. All in all, our student population of 50% free and reduced lunch students exceed learning expectations and have received an AQuest Rating of being a Great School for students to attend.