

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:		Pine Elementary	
County District School Number:			
School Grade span:		PreK-5th Grade	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>			<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) _Attendance & Behavior _	
School Principal Name:		Adriana Vargas	
School Principal Email Address:		adriana.vargas@ops.org	
School Mailing Address:		810 Pine Street Omaha, NE 68108	
School Phone Number:		531-299-7406	
Additional Authorized Contact Person (Optional):		Laura Strubbe	
Email of Additional Contact Person:		laura.strubbe@ops.org	
Superintendent Name:		Matthew Ray	
Superintendent Email Address:		matthew.ray@ops.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> (include staff, <i>parents</i> & at least <i>one student if Secondary School</i>)	<u>Titles of those on Planning Team</u>
Joe Jensen	<u>Parent</u>
Adriana Vargas	<u>Administrator</u>
Heidi Dotzler	Teacher
Erica Varn	Teacher
Megan Lysne	Teacher
Ngocahn Ly	Parent
Laura Strubbe	Instructional Facilitator
_____	_____
_____	_____
_____	_____
_____	_____

School Information (As of the last Friday in September)		
Enrollment: 295	Average Class Size: 24	Number of Certified Instruction Staff: 24
Race and Ethnicity Percentages		
White: 17 %	Hispanic: 78 %	Asian: 0 %
Black/African American: 3 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 80 %	English Learner: 62 %	Mobility: %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	
MAP	
ELPA	
School Climate Surveys	

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 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>
<p>Pine Elementary is currently under construction and will open in August for the 2022-23 school year. It is anticipated to open with approximately 244 in grades PreK through 5th grade. The students attending Pine will come from the Bancroft and Castelar communities. The student body will consist of 80% on free/reduced lunch, 14% in Special Education, and 62% English Learners. (see Pine demographics Projection data)</p> <p>Student achievement data is examined from multiple sources of achievement data and used to make informed decisions on student needs and professional development. Data includes MAP from fall, winter and spring, NSCAS ELA and Math Assessments. Student data is disaggregated by subgroups and used to make instructional decisions, including strategies for meeting the educational needs of all students. At this time data is being used from two school where students are coming from.</p> <p>Supporting documentation is located in the Castelar Data Book located in this folder</p> <ul style="list-style-type: none">• NSCAS Reading, Math, and Science Results (pgs. 39-49)• Snapshot Report (pg. 1--2)• NWEA-MAP Results (pgs. 17-37)• ELPA (English Language Proficiency Assessment (pgs.51-52) <p>Supporting documentation is located in the Bancroft Data Book located in this folder</p> <ul style="list-style-type: none">• NSCAS Reading, Math, and Science Results (pgs. 39-49)• Snapshot Report (pg. 1--2)• NWEA-MAP Results (pgs. 17-37)• ELPA (English Language Proficiency Assessment (pgs.51-52) <p>Since Pine Elementary will be opening August 2022, the SIP (School Improvement Plan) will be created this summer with staff input based on school data and student needs. Goals will be determined in the areas of literacy, math, science, attendance and behavior. Pine's Schoolwide Plan will include several components that address a variety of school improvement initiatives. (See SIP Template for Pine)</p> <p>The MTSS-B (Multi-Tiered of Support Systems in Behavior) Team will be created and will meet on a monthly basis to establish clear building wide expectations to support behavior concerns in the building. Every month the team looks at the Behavior Dashboard to identify the highest need and develop an action plan that is shared with staff. Action steps will be put in place to decrease the behavior concern. (See MTSS-B Big 5 Solution Template).</p> <p>Another area of focus is a district wide initiative to improve attendance at every building. The goal for each school is to reduce the percentage of students missing 5% (about 9 days) or more of their school year by 2%. An Attendance Team will be created and will meet every week to discuss chronic students and how to support</p>	

<p>these students. The team will look at the data on the Attendance Dashboard to identify students at risk. Attendance letters will be generated followed by phone calls to provide support and/or resources to the families. Home visits may also be necessary to meet with families to support their needs. (See Strive for 95 Attendance Plan, OPS Attendance Handbook)</p>	
1.2	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p> <p>Every year during Spring Conferences parents are asked to complete an anonymous survey to gather their input on how well the school is doing in the following areas: School Climate, School Safety, Equity/Respect for Diversity, Discipline, and Parent Involvement.</p> <p>These results are used to determine building perception of parents, students and staff. Climate survey results will be used from Castelar and Bancroft which were the feeder schools for 90% of the student population for Pine. (See Climate Survey in Data Books for Castelar and Bancroft on pages 9-12).</p> <p>Families from Castelar and Bancroft were a part of the naming process for the new school and provided the opportunity to share any feedback. These meetings were held in a virtual format due to the Covid 19 pandemic. (See Pine Boundaries, School Naming Presentation, Pine Facts, and Student script).</p> <p>As Pine Elementary begins the first year, family input will be gathered during family night events. Surveys will be given to parents to complete at the end of the Family Night to gather their input and future suggestion to support their learning needs at home.</p> <p>A Title 1 meeting was held on March 8, 2022 with incoming families for Pine Elementary. During this meeting the families learned about Title 1 and they shared input on the school compact and family engagement policy. Families were also encouraged to provide suggestions for the new school. (See Pine Title 1 Invite, Title 1 Presentation for 3.8.22 and Title 1 Meeting Input)</p>
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i></p> <p>Since Pine Elementary will be opening August 2022, the SIP (School Improvement Plan) will be developed over the summer, once staff has been assigned. Once created, the plan will be reviewed throughout the year using school data and ongoing input. Goals will be determined across content areas as well as attendance and behavior. Pine's Schoolwide Plan will include several components that address a variety of school improvement initiatives. Staff professional development will be provided at grade level meetings, staff meetings, and Team collaboration days. (See SIP Template for Pine)</p> <p>The district provides professional development opportunities throughout the year for certified and classified staff. The most recent professional development is provided in this folder. The nice thing about district PD is that staff can select sessions that will support their learning and professional growth. (See Feb. Curriculum Day Brochure, OPS Paraprofessional Curriculum Day)</p> <p>Data will also be collected from classroom coaching visits and EST (Elementary Support Team) meetings throughout the year. The team will collect data during coaching visits and calibrate afterwards to identify strengths and future professional development needs. The team will use the EST agenda template to identify areas of growth and needs. The Elementary Look For Document is a nice reference to review instructional strategies to support the needs in all content areas. (See See Pine Coaching Schedule Draft and Elementary Look Fors Document)</p> <p>Another area of focus is a district wide initiative to improve attendance at every building. The goal for each school is to reduce the percentage of students missing 5% (about 9 days) or more of their school year by 2%.</p>

An Attendance Team will be created and will meet every two weeks to discuss chronic students and how to support these students. The team will look at the data on the Attendance Dashboard to identify students at risk. Attendance letters will be generated followed by phone calls to provide support and/or resources to the families. Home visits may also be necessary to meet with families to support their needs. (See Strive for 95 Attendance Plan and OPS Attendance Handbook)

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. Provide supporting documentation in the corresponding folder.

Scientifically based research and multiple strategies are used to provide additional assistance to identified needs of targeted populations and individual student failing or at risk of failing to make progress on standards.

Teachers will be expected to provide differentiated instruction which includes small group instruction and intervention support for reading and math. Guided reading groups will take place in all classrooms in which students are provided high quality instruction based on their needs. Lesson plans document differentiated instruction. (See Time Allotments Schedule).

Tutoring for grades Kindergarten-5th grade will be provided throughout the year for identified students performing below grade level. The tutoring program is designed to enable teachers to have additional time to work with small groups of students in the areas of Reading and Math. (See Tutoring PD and School Based Tutoring)

Students will be monitored and identified if they are having academic, language, or behavioral needs. Students not making progress are referred to the Student Assistance Team (SAT). The team works with the classroom teacher to create a plan to support student needs. The team meets every twenty days to monitor, review and revise interventions. (See SAT Process)

-Collaboration with the after-school program will also offer continuation of classroom instruction and support. At this time Pine is still pending who the provider will be. (See Pine Elementary Request)

-Routine coaching by the district and administrative staff will support teacher growth and use of best instructional practices to meet the needs of the students he/she serves. The Elementary Look Fors is a document available to all schools as a tool to help identify research based instructional strategies during classroom visit. (See Pine Coaching Schedule Draft and Elementary Look Fors).

-Attendance tracking. All student attendance data will be tracked and regularly reviewed. Individual contact is made daily with each student who is tardy/absent for the day. In addition, bi-weekly attendance meetings are held with secretary, administration, counselors and district personnel to identify barriers to student attendance. Meetings with families are held to find solutions to challenging circumstances and school supports (such as identifying transportation options, gas cards, daycares, etc.) are extended to families in need. In addition, good attendance will be regularly celebrated both individually and through classroom goals. (See Attendance Handbook and Strive for 95 Plan)

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. Provide supporting documentation in the corresponding folder.</i>
<p>Ongoing professional development focuses on proven effective strategies that focus on student achievement. All instructional staff (certified and classified) will be provided ongoing professional development to increase student achievement. This PD will be a balance of district determined PD as well as building specific PD based on building needs. (See Feb. Curriculum Day, OPS Paraprofessional Curriculum Day, SIP Template for Pine)</p> <p>As a new school, the professional development plan and calendar will be created by the leadership team, and school improvement team based on the most current and relevant data from the students anticipated to be enrolled in the school. The team will collect input from the instructional staff to determine building professional development needs aligned to the School Improvement Plan. The plan will be reviewed on a regular basis. (See PD Plan Template).</p> <p>Grade level meetings will be held twice a month. The focus of these meetings is to analyze student data, plan for instruction and identify students who need additional support both in academics and behavior management.</p> <p>The leadership team will visit classrooms on a regular basis. Follow up conversations will take place to provide individual feedback and mini PD based on the visits. (See Coaching Schedule)</p>	

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. Provide supporting documentation in the corresponding folder.</i>
<p>As a new school, input will be gathered from staff and parents. Survey data will be reviewed to identify ways in which families and staff can work together to best support student needs and raise student achievement.</p> <p>A meeting was held on March 8, 2022 to create the School-Parent Compact and to allow for parent and staff input. The compact includes the role of the school, students and families and how we will all work together to support student success. The compact is available in English and Spanish. (see Pine Title 1 Invite, Title 1 Presentation and Title 1 Meeting Input)</p> <p>The compact will be included in the Pine Elementary Handbook, which is still being developed, and will be available in English and Spanish. The student handbook will be distributed to all families at the beginning of the year and they must sign off that they have reviewed and received the information. All handbooks are also available on the school website. (Pine Compact)</p> <p>During fall conferences teachers will review the compact with families and the important role they play in the success of their students. Interpreters will be available for Spanish speaking families.</p>	
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. Provide supporting documentation in the corresponding folder.</i>
<p>Parents and community members will have on-going opportunities to contribute jointly to the development and implementation and evaluation of the Title 1 Parent and Family Engagement policy. All family meetings and events are facilitated in English and Spanish to provide all the information in the languages spoken at Pine Elementary (See Title 1 Parent and Family Engagement Policy)</p>	

<p>An initial meeting was held on March 8, 2022 to review the Title 1 Parent and Family Engagement Policy and to allow for parent input. (see see Pine Title 1 Invite, Title 1 Presentation and Title 1 Meeting Input)</p> <p>The Title 1 Parent and Family Engagement Policy will also be included in the Pine Elementary Handbook which is still being developed. It will be available in English and Spanish. The student handbook will be distributed to all families at the beginning of the year and families must sign off that they have reviewed and received the information. All handbooks are also available on the school website.</p>	
4.3	<p><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. Provide supporting documentation in the corresponding folder.</i></p> <p>Pine Elementary is new building that will open in August 2022. It recently got recognized as a Title 1 school. A meeting was held with incoming families on March 8, 2022. During this meeting the families learned about Title 1 and how it will support the school. Families were also given the opportunity to provide input and suggestion for the new school. (See Pine Title 1 Invite, Title 1 Meeting ppt and Title 1 Meeting input)</p> <p>Title I Family Nights for Pine Elementary will be held throughout the year. Families will be given the opportunity to provide feedback and suggestions during each event</p>

5. Transition Plan

5.1	<p><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></p> <p>As the design for Pine Elementary is being created early childhood classrooms will be placed next to kindergarten classrooms. This will allow students and families to become familiar and interact with kindergarten staff on a regular basis. In addition, it will allow teachers and paraprofessionals in early childhood and kindergarten to frequently collaborate in all areas, specifically looking at incoming students from early childhood to kindergarten and their individualized needs to prepare for the next school year. (See Pine EC Floor Plan)</p> <p>The kindergarten transition plan includes a one – day session in January for parents to register their in-coming kindergartner. Parents have the opportunity to visit the school and complete the necessary paperwork for their incoming kindergartener. Since Pine is under construction, Pine parents could register online or seek help at Castelar and/or Bancroft, which are the feeder schools for Pine. (See Kindergarten Registration Flyer)</p> <p>Once Pine is no longer under construction, the plan is to invite Pine parents in the summer where they can learn about several topics, health requirements, counseling program and other information to help prepare the student for kindergarten. While parents are in session, the kindergarten candidates will join a kindergarten classroom and learn first-hand what it will be like to be in kindergarten. (see Kindergarten Draft Presentation).</p> <p>All Omaha Public Schools provides a Meet the Teacher Night prior to the first day of school in August. Students and families have the opportunity to meet their teacher and visit the school. Pine will be planning building tours since it will be new to all students and families.</p>
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<p>Orientating new students to Pine will involve the following activities:</p> <ul style="list-style-type: none"> •All new students and families will meet in office to complete the necessary paperwork. Students start the next day, allowing the teacher to have all the materials, nametags, locker, and seating arrangement complete. •Once the family completes their paperwork, an office staff member shows the student their new classroom and introduces them to their teacher. •Families will be able to access school information through the Pine website at www.pine.ops.org. <p>The Prekindergarten transition plan includes a one – day session at the end of March for parents to register their in-coming Prekindergartner. Parents have the opportunity to visit the school and complete the necessary paperwork for their incoming student. Since Pine is under construction, Pine parents can register online or seek help at Castelar and/or Bancroft, which are the feeder schools for Pine. (See Early Childhood Eligibility)</p>
<p>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></p>
<p>Pine will coordinate in the spring of 2023 with surrounding middle schools to provide students and families the opportunity to attend Open House at various middle school to assist with the selection process. (See Middles School Open House Invite)</p> <p>Norris Middle School is the feeder school for Pine Elementary. Visits will be set up with the feeder middle school for tour and Q&A with students and staff. Students will get to meet the principal, counselors and other important staff. Students will also participate in a classroom visit. (See Middle School Open House Smore)</p> <p>Prior to the visit, time will be given during guidance class for the students to write down questions about Norris, classes, passing periods, lunch procedures, school opportunities and other topics. Lessons provided by school counselor to address concerns around; Understanding the Change, Setting Yourself for Academic and Social Success. (See MS Transition PowerPoint presentations).</p> <p>Guidance counselor will communicate with other counselors at middle schools to set up visits for students who need additional opportunities to process the transition, specifically students with IEP's or 504 plans. OPS will provide an Articulation Day on April 18,2022 to allow teacher and other certified staff to work together and discuss student transitions for the upcoming school year. (See Calendar Updates)</p> <p>Pine students will be able to attend "Next Level Learning" Summer School which is an opportunity for students to get familiar with middle school expectations while providing orientation and remedial needs (See NLL flyer)</p>

6. Strategies to address areas of need

<p>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></p>
<p>Pine Elementary students will have numerous opportunities to participate in extended learning. Some of the anticipated opportunities include:</p> <p>-Pine will work in collaboration with the future after school program. Staff from Pine and the after school program will work collaboratively to support classroom learning goals so there is consistency throughout each student's day even after the typical school day has ended. Supports will include help with homework, tutoring and enrichment opportunities. (Pine Elementary Request).</p>

Pine also plans to have a Kids Club Morning program that will offer homework support and tutoring.

-Tutoring and mentoring with a focus on academics and building relationships beyond the assigned classroom teacher. Tutoring and mentoring will be offered allowing more students to participate. (See Tutoring PD and School Based Tutoring)

-Paraprofessional staff will provide a variety of academic and behavioral supports throughout the school day. (See Kindergarten Paraprofessional schedule)

Pine Elementary will be partnering up with numerous community supports for our students as well. Some of these supports include: TeamMates, UNO practicum students, area high school students, Omaha Zoo, Durham Museum, Children's Museum and others.

-Traditional school day schedules are designed to include time for specific intervention of identified students. (see Time Allotments)

Next Level Learning will be offered to Pine students in grades kindergarten through 5th grade. Priority is given to students that need remedial support. This includes students in special education or students performing below grade level. This program allows students to continue to work toward proficiency in the areas of Math and Reading. Each student had a Summer Personalized Learning Plan that documented strengths, interventions, and pre/post assessment. (See NLL Flyer and Summer Personalized Learning Plan)