

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:		Pawnee Elementary	
County District School Number:		28-001-127	
School Grade span:		K - 5	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>			<input type="checkbox"/> Yes <input checked="" 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) _MTSS-A, MTSS-B, Science___	
School Principal Name:		Cheryl Prine	
School Principal Email Address:		cheryl.prine@ops.org	
School Mailing Address:		7310 S. 48 St. Omaha NE 68157	
School Phone Number:		(531) 299-1900	
Additional Authorized Contact Person (Optional):		Rebecca Todd	
Email of Additional Contact Person:		rebecca.todd@ops.org	
Superintendent Name:		Matthew Ray	
Superintendent Email Address:		matthew.ray@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> (include staff, <i>parents</i> & at least <i>one student if Secondary School</i>)	<u>Titles of those on Planning Team</u>
Kyanna Dooley Cheryl Prine Rebecca Todd Shanice Aguirre Melanie Woods Cathy Bradshaw Abby Mutrux Stephanie Petak-Marco Melissa Kucera Anna Rockwell Kristy Rathbun	<u>Parent Administrator</u> Instructional Facilitator K Team Leader 1st Team Leader 2nd Team Leader 3rd Team Leader 4th Team Leader 5th Team Leader SPED Team Leader Specialist Team Leader

School Information (As of the last Friday in September)		
Enrollment: 340	Average Class Size: 22	Number of Certified Instruction Staff: 35
Race and Ethnicity Percentages		
White: 27.4 %	Hispanic: 61.5 %	Asian: 0.3 %
Black/African American: 4.7 %	American Indian/Alaskan Native: .9 %	
Native Hawaiian or Other Pacific Islander: 0.6 %		Two or More Races: 4.7 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 68.5 %	English Learner: 46.8 %	Mobility: 11.4 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	MAP Growth
Amira Benchmarks	InView

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	<p><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 instruction. Provide supporting documentation in the corresponding folder.</i></p>
<p>Omaha Public Schools Student Achievement data was examined using the following sources:</p> <ol style="list-style-type: none"> 1. Fall, Winter and Spring MAP Data Grades K-6 2. NSCAS Grades 3-6 (Reading, Math, Science-5th grade only) 3. InView aptitude test Grade 2 4. Amira benchmark assessments 3 times per year Grades K-3 5. District Wide Common Assessments for: Math, Science, and English Language Arts <p>Other data was also examined from the following sources:</p> <ol style="list-style-type: none"> 1. Climate Survey (Student, Parent, and Staff results) 2. Suspension Data (Grades K-6) 3. Demographic Data (Grades K-6) <p>All data was analyzed by subgroups to inform and improve instructional decisions and delivery. Student data was disaggregated by subgroups and used to make informed, instructional decisions, with emphasis on meeting the educational needs of historically underserved/low performing populations. (Supporting documentation for 1.1. is located in the 1.1. Folder: Pawnee Elementary Data Book 2018-2019 MAP Data: pg. 15- 41, Climate Survey: pg. 9-10, Demographic Data: pg. 2, Suspension Data: pg. 5)</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>Parent and community input was gathered through multiple facets. Pawnee used formal and informal settings to gain input and ideas for improving Pawnee, such as PTO meetings, family nights, and the climate survey. The climate survey was sent out electronically via central office to all parents/guardians.</p> <ol style="list-style-type: none"> 1. Climate survey 2. PTO agendas 3. Family Night meeting <p>(Supporting documentation for 1.1 is located in the 1.2 Folder: Climate Survey, PTO Agendas, Family Night Flyer)</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>Our School Improvement Plan is a detailed document that outlines academic goals based on data and subsequent best practices to be used as well as professional development associated with each school wide goal. It lists the PD, the strategies, fidelity checks, interventions, etc. (Supporting documentation for 3.1 is located in the 3.1 Folder: Pawnee para agenda, OPS HR letter stating OPS paras meet ESEA requirements, as well as our spreadsheet of staff/para qualifications)</p>	

2. Schoolwide reform strategies

2.1	<i>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.</i>
<p>Pawnee provides differentiated professional development to staff to support our diverse student body. We use a "SAT" process (Student Assistance Team) for students working below mastery, Amira, iRead, SUccessmaker, small reading groups, tutoring during after school hours, as well as lunch bunches with the counselor. (Support documentation for 2.1 is located in the 2.1 Folder: SIP plan, EL schedule, SAT calendar and Tutoring application.)</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>Pawnee paraprofessionals meet or exceed the ESEA requirements. Paras are training via the central office as well as in PD meetings at Pawnee. (Supporting documentation for 3.1 is located in the 3.1 Folder: Pawnee para agenda, OPS HR letter stating OPS paras meet ESEA requirements, as well as our spreadsheet of staff/para qualifications)</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>The PD activities at Pawnee are presented in multiple forms. Pawnee holds grade level meetings twice a month and all are based on student data and instruction. Specifically, most grade level meetings involve backwards planning of the reading curriculum and planning strategies to scaffold learning goals. Pawnee also holds Faculty Workshops twice a month. All of which is based on student data and best practices. The School Improvement Plan (SIP) illustrates the integration and flow of the two major PD processes Pawnee uses. (Supporting documentation for 4.1 is located in the 4.1 Folder: Grade Level agendas, Faculty Workshop agendas, and SIP plan.)</p>	

5. Strategies to increase parental and family engagement

5.1	<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>The School-Parent Compact was developed with a small team of teachers, paraprofessionals and parents from Pawnee. Improvements were made to allow it to be most beneficial to the Pawnee stakeholders. (Supporting documentation for 5.1 is located in the 5.1 Folder: School-Parent Compact)</p>	

5.2	<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>
The written district parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. (Supporting documentation for 5.2 is located in the 5.2 Folder: Omaha Public Schools Title I Parent and Family Engagement Policy)	
5.3	<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. Provide supporting documentation in the corresponding folder.</i>
The Pawnee parents were notified and updated of the Pawnee Title I plan at a PTO: Parent/Teacher Organization meeting. Additionally, the School Improvement Plan is posted on our family newsletter sent each Sunday evening and it's posted on our school website. Stakeholders were able to provide ideas, feedback and suggestions. (Supporting documentation for 5.3 is located in the 5.3 Folder PTO 2.4.20:)	

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
Pawnee allows all upcoming Pawnee kindergarteners access and exposure to support their transition. Pawnee also provides kindergarten registration, Kindergarten Round Up as well as "Safe Walk to School Night" in the fall. (Supporting documentation for 6.1 is located in the 6.1 Folder: Fall Opening Letter that references "safe walk to school night: and Kindergarten Round Up items)	
6.2	<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). Provide supporting documentation in the corresponding folder.</i>
Pawnee provides multiple opportunities for students who are transitioning from Pawnee to the middle level setting. The feeder middle school sends a powerpoint presentation to Pawnee teachers to review prior to leaving Pawnee. Pawnee also takes a field trip with all fifth graders to the feeder middle school. The counselor also does multiple transition activities and lessons with the 5th graders. (Supporting documentation for 6.2 is located in the 6.2 Folder: Power point for middle school preparation and Transition lessons from the district counseling department.)	

7. Strategies to address areas of need

7.1	<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. Provide supporting documentation in the corresponding folder.</i>
Pawnee addresses areas of need via the following methods: Pawnee provides tutoring, lunch bunches with the counselor, push in additional support from certificated staff, special instruction and english language learning supports both in and outside the classroom, as well as Summer School. (Supporting documentation for 7.1 is located in the 7.1 Folder: Criteria for Summer School, Tutoring Application, Lunch Bunch passes, and schedule for push in support)	

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

8.1	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Pawnee Elementary currently has 357 students enrolled in Kindergarten through 5th grade. In order to meet student needs and support student achievement at Pawnee Elementary the primary funding sources listed below are coordinated and integrated into day to day operations. The funds listed cover such things as salaries, benefits, contracted services, transportation, utilities, technology, curriculum materials and supplies. All annual allocations are approximate and vary from year to year.</p> <p>Omaha Public Schools General Fund Dollars 3,629,312</p> <p>Sherwood Out of Schools Needs and Experiences Fund: \$5,840.00</p>	