**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*

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| District Name: | | | | Omaha Public Schools | | | | | | | | |
| County Dist. No.: | | | | 28-0001 | | | | | | | | |
| School Name: | | | | Pinewood Elementary School | | | | | | | | |
| County District School Number: | | | | 001 | | | | | | | | |
| School Grade span: | | | | PreK - 5th | | | | | | | | |
| Preschool program is supported with Title I funds. *(Mark appropriate box)* | | | | | | | | | | | | Yes  No |
| Summer school program is supported with Title I funds. *(Mark appropriate box)* | | | | | | | | | | | | Yes  No |
| Indicate subject area(s) of focus in this Schoolwide Plan. | | | | | | | | Reading/Language Arts  Math  Other  (Specify)\_     \_\_ | | | | |
| School Principal Name: | | | | Kristi Reinsch | | | | | | | | |
| School Principal Email Address: | | | | kristi.reinsch@ops.org | | | | | | | | |
| School Mailing Address: | | | | 4301 N 30th Street  Omaha, NE 68111 | | | | | | | | |
| School Phone Number: | | | | 531-299-1940 | | | | | | | | |
| Additional Authorized Contact Person (Optional): | | | |  | | | | | | | | |
| Email of Additional Contact Person: | | | |  | | | | | | | | |
| Superintendent Name: | | | | Cheryl Logan | | | | | | | | |
| Superintendent Email Address: | | | | cheryl.logan@ops.org | | | | | | | | |
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| Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public. | | | | | | | | | | | | Yes  No |
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| Names of Planning Team  *(include staff, parents & at least one student if Secondary School)* | | | | | | | Titles of those on Planning Team | | | | | |
| Carla Travis  Kristi Reinsch  Molly Reynolds  Susan Young  Sasha Spencer  Rebecca Dingwell  Jaime Crum  Tish Rasmussen  Katey Reynolds  Rebecca Weiss  Sharon Myers  Cheri Tonnies  Joseph Kaspar  Elizabeth Bradford  Amy Dugan  Jody Human  Sabra Moon | | | | | | | Parent  Administrator  Instructional Facilitator  Media Spec/Lit. Teacher  Early Childhood Special Ed  PreK  PreK  Kdg-1st  Kdg-1st  Kdg-1st  2nd  2nd-3rd  3rd  4th  4th-5th  5th  Resource | | | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | | | | |
| Enrollment: 218 | Average Class Size: 18 | | | | | Number of Certified Instruction Staff: 14 | | | | | | |
| Race and Ethnicity Percentages | | | | | | | | | | | | |
| White: 19.7 % | | | Hispanic: 10.6 % | | | | | | | Asian: 27.1 % | | |
| Black/African American: 35.3 % | | | | | American Indian/Alaskan Native: - % | | | | | | | |
| Native Hawaiian or Other Pacific Islander: - % | | | | | | | | | Two or More Races: 7.3 % | | | |
| Other Demographics Percentages *(may be found on NEP* <https://nep.education.ne.gov/>*)* | | | | | | | | | | | | |
| Poverty: 76.6 % | | English Learner: 24.5 % | | | | | | | | | Mobility: 12.8 % | |

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| Assessments used in the Comprehensive Needs Assessment  (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
| NSCAS | MAP |
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*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**

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| **1.1** | *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.* |
| Pinewood Students did not increase achievement in any area in 2018-2019, and certainly did not achieve on the tests commensurate with what believe their abilities to be.  Pinewood Staff meets and plans with data often to meet the needs of our students. We met in May 2019 to analyze and disaggregate our data from 18-19 MAP testing - looking at RIT and %ile scores at the school, grade, classroom, and subgroup levels as we set preliminary plans and focus areas for the 2019-2020 school year. We met again in August, September, and January as a staff to do more analysis and planning as we incorporated the Fall MAP and Winter MAP data. Additionally, teachers meet every ten days in grade level meetings, where we examine data and lesson plans to ensure activities are aligned with student needs and the pacing guides. We also use this time to learn about new strategies or enhance existing strategies (calendar is attached). All teachers complete a six-week data to instruction template for ELA, Math, and Science using the data from their most recent assessments, and these are monitored during walkthroughs and our team meetings (see attachment for sample). The plans address whole group instruction in the class as well as small group focus areas based on the MAP continuum, and are updated every six weeks.  Our data book for 2018-2019 is attached, and MAP scores reports begin on page 15, with NSCAS results beginning on page 45.  Our goals for this year are:  ELA: For NSCAS, increase the number of students identified as "On Track" and "College and Career Ready" to 40%; For Spring MAP, increase the percent of students identified as "At" or "Above" the grade level norm to 44.4% and increase the percent of students identified as "Meeting" or "Exceeding" growth goals to 44.8%  MATH:For NSCAS, increase the number of students identified as "On Track" and "College and Career Ready" to 39.2%; For Spring MAP, increase the percent of students identified as "At" or "Above" the grade level norm to 46.2% and increase the percent of students identified as "Meeting" or "Exceeding" growth goals to 51.2%  We have looked at our subgroup data schoolwide as well. Pinewood has been designated as a TSI school for the following groups: Economically Disadvantaged, Asian, Black or African American, and Students with Disabilities. We have worked with the entire staff on strategies for all students, and have met to devise plans for specific students and subgroups. Our data wall is located where teachers have their team meetings, and displays each student's performance for each MAP subtest. Student cards are categorized by performance level, and each card is marked to reflect interventions or extra programs that students are participating in as well as SATs that are in progress and student reading levels. After the Winter MAP, student cards were rearranged as needed and percentile scores were written on the card. We use this wall to further examine data and student performance to ensure we are meeting student needs. Teachers work with individual students to set and review/revise goals for the MAP assessments, and these goal sheets are shared at conferences (see sample). Teachers also set class goals and these are displayed in the classrooms so they can be referred to during instruction. | |
| **1.2** | *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.* |
| Pinewood School has a small but active PTA board, and parents readily attend family events. Information about school achievement and state and district assessment is shared in our monthly newsletter and in parent information meetings. An annual meeting is held each spring where the schoolwide plan is reviewed and revised. Additionally, the district provides a climate survey where parents, staff, and community are asked to give input on Pinewood's programming. We also do exit tickets after family events to collect family input. Based on that input, we are planning to have a Career Fair for students this spring that parents will participate in. We hve attached the sign-in and agenda from this spring's meeting, as well as the climate survey from our data book. While it can be difficult to get a large number of parents to participate in the survey, our school is consistently scoring high on a 5 point scale. We noted two larger decreases this year, safety and equity. We strongly believe that the safety number was highly influenced by the fact that this survey was administered in the spring when families were very nervous about the decision to relocate Pinewood School to a swing location at 4301 N 30th Street for the 2019-2020 school year to facilitate construction on our existing building. Parents were nervous about an unknown site and the prospect of many students riding the bus daily who had not previously done so. We worked to provide a field trip on the buses during the evening for parents and students in the spring to see the new site, and extended our Welcome Back Night to ease concerns and familiarize our community with our new learning space. Another decrease we needed to address was equity. Staff determined to complete a staff book study of Zaretta Hammond's book, Culturally Responsive Teaching and the Brain, to examine our own habits and bias and then determine how to translate more inclusive practices in our classrooms. | |
| **1.3** | *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.* |
| Pinewood's School Improvement Plan is attached. We have a lot of work to do, and funds from Title I are being utilized to help us in that important work.  Pinewood staff committed to providing instruction from the core resources in ELA and Math to plan and deliver insruction based on the state standards. We are using our district instructional coaches and Teaching Learning Consultants to work with and coach staff to provide more rigorous instruction for our students. We have utilized Title I funds to increase the amount of time paraprofessionals can support instruction in our Kindergarten and 1st grade classrooms. We are also using funds to support a reading interventionist who works with small groups of students at the intermediate grade levels.  ELA - We have worked with staff at the school level staff meetings and smaller grade level meetings to examine our practices, procedures and strategies used in instruction. This fall and winter, we worked with staff to examine the independent activities being assigned to students. We looked at the rigor of the activities and worked to incorporate more rigorous activities. We provided resources for staff to use when choosing independent activities, and have focused on sharing and refining these during staff and team meetings. This rigor in independent work and use of core curriculum are components we look for on our instructional walkthroughs with staff. We are also providing guided reading instruction daily in small groups. Teachers plan the teaching points for these groups based on information from the MAP assessments as well as the Fountas and Pinnell Benchmarks. Teachers are using the MAP continuum and the Fountas and Pinnell Continuum in their planning. Teachers work to examine the MAP reports to determine which skills need to be addressed in whole group, small group, and individually to increase student achievement. Teachers of students in grades K-3rd have implemented Phonics Mastery Guides with all their students, and we are using LLI groups in each classroom of K-3rd grade as well as with some ELL groups. We held a family night at the public library in November, and we facilitated the process to get each of our students signed up for a library card. Our spring reading night will involve reading in a game format, and each student and family will go home with books to enhance their home libraries.  Math - Pinewood staff have had the opportunity to work with a district math coach this year as she has facilitated staff professional development, worked with teachers in grade level meetings, and modeled and coached during math instruction in our classrooms. Staff have worked to judiciously choose the problems they use for instruction and for independent work, and we have studied the components of high quality tasks that support productive struggle. We have also emphasized the use of manipulatives in math and the need for students to independently access these manipulatives as they are solving problems. We had team meetings focused on learning about new manipulatives and pairing the right manipulatives with the right problems to support learning in our lesson plans. We have also spent quite a bit of time as grade level teams and cross grade level teams to examine common grade level math assessments -- to preplan for instruction of a unit, and then to analyze student results to measure achievement and plan for futher instruction. A math night held in October emphasized families working together with math concepts -- estimation, measurement, fractions, data collection and interpretation, and problem solving. Families left with ideas for using common household items and games to strengthen math skills.  Staff are completing a book study of Zaretta Hammond's book, Culturally Responsive Teaching and the Brain, to examine their own biases and learn about strategies that they can implement in the classroom to raise expectations and support students to reach the expectations.  Pinewood's SIP plan is a fluid document that is evaluated quarterly, and adjusted based on needs identified by assessments, classroom walkthroughs, teacher feedback, and district intitiatives. | |

**2. Schoolwide reform strategies**

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| **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.* |
| Pinewood staff provide a tutoring program for students in grades 2-5 who are not meeting standards. This tutoring program takes place two days a week before school, and focuses on ELA and math. Students are identified for the program based on MAP results, and parents are responsible for transporting students to the tutoring sessions, held at the school.  Our Resource teacher works with students who qualify for special education services in small groups and works with classroom teachers in planning for optimal student achievement. Our resource teacher schedules her groups so that her students are participating in the classroom instruction in reading and math and then come to work with her at different times, thereby increasing their instructional time.  An ELL teacher is assigned to Pinewood and another school to support students who are learning English by working with small groups. She is using the LLI program with students in 4th and 5th grades.  Our media specialist also serves as a part time reading interventionist, and she meets daily with rotating groups of students in 3rd, 4th and 5th grades to work on areas of need identified by the MAP assessments.  Student Assistance Teams (SAT) are convened for students who are expereinceing difficulty in academic or social/emotional areas. Strategies are suggested and tracked for a period of weeks before the team reconvenes to evaluate results and revise or adjust the plans.  Summer school is provided during the month of June for students who are in danger of not meeting the grade level standards. We have attached the registration forms. Student attendance at summer school is discussed with parents at thrid quarter conferences and throughout the fourth quarter.  Teachers discuss individual student achievement at team meetings every ten days, and use the data wall to track progress and interventions. | |

**3. Qualifications of instructional paraprofessionals**

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| **3.1** | *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.* |
| Omaha Public Schools Human Resources Department works through their hiring procedures to ensure that all paraprofessionals hired in OPS meet the ESEA requirements; a letter from HR is attached. Paraprofessionals new to Pinewood complete an additional orientation with the Principal at Pinewood the covers our SIP plan and strategies. Paraprofessionals are always welcome at any staff meetings. | |

**4. High quality and ongoing professional development**

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| **4.1** | *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.* |
| The Professional Development (PD) Plan and Team Meeting Schedule are attached in the folder. Staff meet twice a month as a large group, and once every ten days as smaller grade level teams. Our PD Plan is based completely on the Pinewood SIP plan, and we use the Pinewood Walk Through document to measure and gauge our implementation of our chosen strategies. We have benefitted this year from a district provided Teaching and Learning Coach as well as a Math and Science Coach who work to facilitate professional development and training and model and give feedback in classrooms. It is evident from the documents included that the goals and strategies of our improvement plan are based on student achievement data that is evaluated at several points throughout the school year. This data is disaggregated in several different ways: school level, grade level, student sub groups, student year to year progress, student progress during the year. This close focus on our data helps us make sure our strategies are having the desired effect of increasing student achievement. | |

**5. Strategies to increase parental and family engagement**

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| **5.1** | *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.* |
| Pinewood's School-Parent Compact was developed at a parent meeting in the spring of 2019, and updated at the Parent meeting this March. It is included in our Family Handbook that is provided to each student in the fall and provided to new students as they move to Pinewood throughout the year. Our compact reflects our Pinewood mission statement of "Pinewood School is a team of staff, students, parents, and community working together to teach students to become high achievers, life-long learners, and responsible citizens." We truly believe we are stronger working together, and it is our duty to provide opportunities for families to be strongly involved in the work of the school. | |
| **5.2** | *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.* |
| Pinewood's Title I Parent and Family Engagement Policy was developed at a district parent meeting, and is updated annually. It is included in our Family Handbook that is provided to each student in the fall and provided to new students as they move to Pinewood throughout the year. Our compact reflects our Pinewood mission statement of "Pinewood School is a team of staff, students, parents, and community working together to teach students to become high achievers, life-long learners, and responsible citizens." We truly believe we are stronger working together, and it is our duty to provide opportunities for families to be strongly involved in the work of the school. | |
| **5.3** | *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.* |
| We have attached the sign in and agenda from our annual Title I parent meeting held this March. A meeting was held at the beginning of Student Led Conferences, and all parents were invited throughout the conferences days to review the plan and provide input. After the intial meeting, staff manned a table at the entrance of the school to solicit other parents to provide input. | |

**6. Transition Plan**

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| **6.1** | *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.* |
| Pinewood is a member of the Superintendent's Early Childhood Plan School as Hub grant. One goal of this plan is to ensure that transitions between home and different levels of education (daycare, preschool, elementary, and middle school). This grant works hand in hand with the goals of Title I to smooth transitions for students and families. We have a Home Visitor and Family Facilitator who begin working with families when students are babies, and continue working with them through their time at Pinewood. A calendar of monthly activities that occur in our family room, the Panther Den, is attached. We provide activities twice a month for students who are not of school age yet but are part of our Pinewood family. These activities focus on early literacy, early numeracy, and social emotional skills. We also provide monthly activities for students and families in Prekindergarten to familiarize them with the school and increase the feelings of belonging to the school. We hold a Kidnergarten Roundup in January, and publicize this in multiple ways: email, social media, newsletters, and a postcard sent to every household address in our attendance area (postcard attached). We also hold a family and student picnic in the summer with our incoming kindergarten students to give them a peek inside the school and connect them with staff.  Students and families who transfer in the middle of the year are welcomed with a tour and a meeting with the principal. The instructional facilitator and school secretary work with the sending school to ensure that teachers have the information and materials needed to continue the student's education effectively. The Family Facilitator and classroom teacher also reach out to parents/guardians to answer questions and address concerns as we strive to form relationships. | |
| **6.2** | *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.* |
| Pinewood works with the counseling staff in the district to facilitate the transition from elementary to middle school. Our counselor, who meets with all classes once every ten days, works with the 5th grade students to familiarize them with middle school schedules and expectations. She also facilitates practice with combination locks and prepares sudents to work with different teachers for different subjects. Counselors from each middle school schedule visits to Pinewood in the spring and meet in small groups with students who will be attending their middle schools in the fall to begin forming relationships and assist with scheduling. We also strive to schedule a visit for all our 5th graders to a middle school so they have a guided tour and meet some of the staff. | |

**7. Strategies to address areas of need**

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| **7.1** | *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.* |
| Pinewood uses Title I funds to increase learning time in several ways.  We have used funds to increase paraprofessional hours for our students in Kindergarten and First Grade. this allows for more small group and one on one time for instruction and reinfordement of skills and strategies  We have used funds to provide small group learning for our students in upper grades to meet in small groups with a reading interventionist to work on skills identified by formal and informal assessments that are needed for students to increase their achievement.  We have used funds to provide for tutoring before school twice a week, from October through April, to work in increasing achievement in ELA and Math.  We have used funds to provide family nights and events where we provide activities for learners from age 0 to 99. We held a math night and a reading night this fall, and will hold another reading evening in April. Students and families participate in games and activities that they can then take home to reinforce the skills. THey are also given books to add to their home libraries. Sign-ins, calendars, and flyers are attached in the folder.  We will use our funds to support summer school during the month of June for students who are identified as needing more support to meet the standards.  We have used funds to provide site licenses for extended learning such as IXL, Reading Eggs, Math Seeds, and Flocabulary that students can access in school or at home to reinforce their learning. | |

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

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| **8.1** | *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.* |
| The Pinewood Title I budget is attached. We use these funds in conjunction with District, State, and other grant funds to support our students. Our Core staff is provided by the district, but Title funds are used to provide for increased paraprofessional hours and a part time Reading Interventionist who also works part time as our Media Specialist. Our Family Facilitator and Home Visitor are funded through another grant.  District funds are used to provide for required family events such as Kindergarten Roundup, Open House, and Student Led Conferences, while our Title I funds are used to provide for additional family events such as our reading nights, math night. Title I funds are also used to support summer school and tutoring, as well as additional site licenses to increase opportunities for our students.  Title I funds are used to support specific populations of students in a variety of ways, such as LLI for identified students in general classrooms and in ELL groups, and the purchase of Continuum resource books for teachers to use instruction. | |