

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:	Pinewood Elementary School	
County District School Number:	28-0001-155	
Building Grade Span Served with Title I-A Funds:	K-5th	
Preschool program is supported with Title I funds. (Mark appropriate box)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Summer school program is supported with Title I funds. (Mark appropriate box)	<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) _MTSS-B, Dropout Prevention, Science, College to Career___	
School Principal Name:	Kristi Reinsch	
School Principal Email Address:	kristi.reinsch@ops.org	
School Mailing Address:	6717 N 63rd St Omaha, NE 68152	
School Phone Number:	531-299-1940	
Additional Authorized Contact Person (Optional):		
Email of Additional Contact Person:		
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	
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Kristi Reinsch	<u>Parent</u>
Molly Reynolds	<u>Administrator</u>
	Parent
Karla Benton	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 224	Average Class Size: 21	Number of Certified Instruction Staff: 11
Race and Ethnicity Percentages		
White: 15.2 %	Hispanic: 10.3 %	Asian: 31.3 %
Black/African American: 34.4 %	American Indian/Alaskan Native: 1.3 %	
Native Hawaiian or Other Pacific Islander: %		Two or More Races: 7.6 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 71 %	English Learner: 28 %	Mobility: 5.38 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
MAP	

*Please write a narrative in each box below to correspond to the
Rating Rubric.*

*Upload PDF documentation in corresponding folder onto NDE "Landing Page" within
Microsoft/SharePoint 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 curriculum, instruction and assessment decisions.</i></p> <p>Pinewood Students increased achievement from 2020-2021 to 2021-2022. Due to the worldwide health issues, we had more students participate in the district and state assessments last year and our student attendance was better. We still have much work to do.</p> <p>Pinewood Staff meets and plans with data often to meet the needs of our students. We met in August 2022 to analyze and disaggregate our data from 21-22 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 2022-2023 school year. We met again in late August, September, and January, and February 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 have focused this year on backwards planning to incorporate assessment data and use of standards into their unit planning for English Language Arts (ELA) and Math. Samples are attached.</p> <p>Our data book for 2021-2022 is attached, and MAP scores reports begin on page 17, with NSCAS results beginning on page 45.</p> <p>Our goals for this year are: ELA: For Spring MAP, increase the percent of students identified as "At" or "Above" the grade level mean RIT to 53.5%. MATH: For Spring MAP, increase the percent of students identified as "At" or "Above" the grade level mean RIT to 46.2% and increase the percent of students identified as "Meeting" or "Exceeding" growth goals to 51.2%</p> <p>We have looked at our subgroup data schoolwide as well. Pinewood has been designated as a ATSI school for the Black or African American subgroup. We have worked with the entire staff on strategies for all students and have met to devise plans for specific students and subgroups. 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.</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>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 year 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</p>

on Pinewood's programming. We have attached the sign-in and agenda from this year'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.

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 instruction 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. Our staff determined the Top Ten Nonnegotiable Instructional Strategies that should be present in all our instructional areas, and the coaching document that our leadership team uses is based on these strategies.

Teachers work with students at the class and individual levels to set goals for achievement on MAP.

We have utilized Title I funds to increase the amount of time paraprofessionals can support instruction in our Kindergarten classrooms. We are also using funds to support a reading paraprofessional who works with small groups of students at 1st through 5th grades.

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. We began our work together this fall by examining the research presented in "The Opportunity Gap." We used this as a springboard to examine the new state ELA standards in conjunctions with our module assessments in our ELA curriculum. Staff examined the assessments, linked them to the state standards, and determined the level of rigor by examining the depth of knowledge. We then looked at the rigor of guided and independent work that we are expecting in our classrooms and the just in time supports that we can provide. Teachers work to backwards plan for each module, starting with the standards and assessments, then determining the pace and content of instruction for whole group and small group instruction. We have incorporated data from MAP and instructional apps as the year has progressed.

This fall and winter, we worked with staff to further examine the small group and intervention instruction in ELA. We reviewed resources for staff to use when planning instruction and have focused on sharing and refining these during staff and team meetings. Teachers plan the teaching points for these groups based on information from the MAP assessments and the core ELA. 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 their students who are in intervention groups. Teachers are holding small flexible groups with all students to focus on comprehension or foundational skills. We have purchased books for classroom libraries and to send home with students. We will hold a family night in April where students and families will go home with books to enhance their home libraries.

Math - Pinewood staff have also worked on backwards planning in math with our new curriculum this year. We are using a district pacing guide that is aligned to the state standards as our guide for math instruction. Pinewood staff then took extra time to examine the assessments, the depth of knowledge required, and located support for these in the unit so they could plan for daily instruction. They have incorporated the topic assessments as well as MAP data and data from learning apps as the year has progressed to determine where reteaching and additional instruction are needed.

We have continued to emphasize the use of manipulatives in math and the need for students to independently access these manipulatives as they are solving problems. A math night held in February emphasized families working together with math concepts and manipulatives. Estimation, measurement, fractions, data collection and interpretation, and problem solving were all part of the fun. Students and families also had the opportunity to create their own manipulative kit for their homes. Families left with ideas for using common household items and games to strengthen math skills.

Pinewood's SIP plan is a fluid document that is evaluated throughout the year and adjusted based on needs identified by assessments, classroom walkthroughs, teacher feedback, and district initiatives.

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.

Our Title I funds this year are providing for our paraprofessionals in Kindergarten to be present throughout the entire day rather than just part of the day. This allows both adults in the room to have more time for focused instruction as well as to pull small groups for extra assistance.

We have used funds this year to provide for another paraprofessional who pulls students individually and in small groups to focus specifically on ELA skills from 1st to 5th grade. Students who are in this intervention are not receiving other support services at the school. We are using the Literacy in a Flash protocol with younger students, Repeated Reading protocol with older students, and some basic Foundational Skills with others. This paraprofessional meets weekly with our Instructional Facilitator to discuss student progress and determine next steps.

We have an Instructional Facilitator who is partially funded through Title I. She works with staff to examine and disaggregate assessment data, plans and facilitates professional development based on formative and summative data, organizes Grade level Meetings, coaches staff and models effective instructional strategies. She also pulls students individually and in small groups as needed to support the classroom teachers.

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. We also have an ELL paraprofessional who is at Pinewood full time. She pulls students individually and in small groups to work on ELA skills. She uses a combination of lessons to focus on Foundational Skills, Comprehension, and Speaking/Listening. The ELL teacher and ELL paraprofessional meet to compare data and to plan regularly.

Student Assistance Teams (SAT) are convened for students who are experiencing 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.

Our school counselor is based at Pinewood full time this year. She provides a guidance lesson once every ten days for each classroom, and another shorter lesson each week that is done in conjunction with the classroom teacher. She also has time in her schedule for small group and individual sessions based on student need.

Summer school, known as Next Level Learning, is provided during the months of June and July for students who are in danger of not meeting the grade level standards. Student attendance at summer school is discussed with parents at third quarter conferences and throughout the fourth quarter.

Teachers discuss individual student achievement at team meetings every ten days as they examine formal and informal assessment data.

3. High quality and ongoing professional development

3.1

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.

The Professional Development (PD) Plan and Grade Level 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 on the Pinewood SIP plan, and we use the Pinewood Top Ten Walk Thru document to measure and gauge our implementation of our chosen strategies. We have benefitted this year from a district provided Teaching and Learning Coach who works with the leadership team 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.

4. Strategies to increase parent and family engagement

4.1

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 January. 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.

4.2

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.	
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. Provide supporting documentation in the corresponding folder.</i>
We have attached the sign in and agenda from our annual Title I parent meeting held this January. This meeting was held at a PTA meeting, and all parents were invited to review the plan and provide input. We provided an opportunity for additional input through email and our notification app, SeeSaw.	

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>
<p>Pinewood is a member of the Superintendent's Early Childhood Plan School as Hub grant. One goal of this plan is to improve 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 Kindergarten 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. 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.</p> <p>We do participate in the OPS Back to School Bash, which is a citywide celebration of public schools, and our Pinewood Back to School night, which gives incoming families a chance to meet their teachers, see the classrooms, and learn important beginning of the year information.</p> <p>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.</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>
Pinewood held an Articulation Day last April to provide time for staff to intentionally plan transition activities for the upcoming school year. Teachers worked in grade level teams to self assess the strengths and needs of the students in their current class, and set goals for the next year. Staff also worked together to balance individual student strengths and needs as they created class lists for the fall. Other activities included planning activities to be held over the spring and summer to assist students with making a smooth transition to the next grade level, including students who were moving to middle school. The agenda is attached in the 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 students 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.

6. Strategies to address areas of need

6.1 *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

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. This allows for more small group and one on one time for instruction and reinforcement of skills and strategies.

We have used funds to provide small group and individual learning for our students in 1st through 5th grades to meet in small groups with a reading paraprofessional 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 family nights and events where we provide activities for learners from age 0 to 99. We have held a math night already and a reading night will be held 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 Next Level Learning during the month of June for students who are identified as needing more support to meet the standards.

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

7.1 *Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)*

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 paraprofessional who is focused on reading interventions. 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, and classroom materials. Title I funds are also used to support summer school and tutoring.