

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:		Prairie Wind Elementary School
County District School Number:		28-0001-209
Building Grade Span Served with Title I-A Funds:		KG - Fifth
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 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, College to Career__
School Principal Name:		Ms. Tamika Walker
School Principal Email Address:		tamika.walker@ops.org
School Mailing Address:		10908 Ellison Avenue Omaha, NE 68164
School Phone Number:		531-299-1980
Additional Authorized Contact Person (Optional):		Mr. Christopher Richardson
Email of Additional Contact Person:		christopher.richardson@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
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>
<p>Carl Bilotta Nicole Fernandez Andrew Nabity Katie Behounek Alex Sullivan Kelly Arkfeld Heather Osborne Kara Winther</p> <p>_____ _____ _____ _____</p>	<p><u>Parent Administrator</u> Instructional Facilitator GATE Teacher Assistant Principal Parent Parent Teacher Teacher</p> <p>_____ _____ _____ _____</p>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 680	Average Class Size: 24	Number of Certified Instruction Staff: 55
Race and Ethnicity Percentages		
White: 32.4 %	Hispanic: 17.6 %	Asian: 7.7 %
Black/African American: 30.3 %	American Indian/Alaskan Native: 0.8 %	
Native Hawaiian or Other Pacific Islander: 0.8 %		Two or More Races: 10.5 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 63.1 %	English Learner: 16 %	Mobility: 11.5 %

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

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>Each month, the Student Assistance Team (SAT) holds grade-level data meetings where data is discussed with all stakeholders (grade-level teachers, Instructional Facilitator, School Psychologist, Gifted and Talented Education Facilitator, and an administrator). During the meeting, data is used to make informed decisions regarding students and the progress that they are making. The team looks at both qualitative and quantitative data when deciding which interventions should be implemented and progress monitoring data to determine if alterations need to be made to the individualized intervention and instruction. The data is reviewed frequently to make informed decisions about curriculum, instruction, and assessment. Additionally, staff uses the data to determine which students need Tier 2 interventions, as well as how to adjust whole-group, Tier 1 instruction to meet the specific needs of the learners in their classroom.</p> <p>Over the course of the 2022 - 2023 school year, the Student Assistance Team and the Leadership Team has made growth in using data to inform decision. In addition, these teams have provided staff with the necessary tools and a deeper level of understanding of how to use the information to gauge and predict student achievement prior to students taking the assessment. Furthermore, both the Student Assistance Team and the Leadership Team feel comfortable that the systems in place will continue to accelerate our building into the advanced category for the 2023-2024 school year.</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/Community input was gathered that identified the needs of the school through one activity. A survey was sent to stakeholders at Prairie Wind and collected through the Omaha Public Schools District. The survey results were then sent to the schools as part of their data books. Due to only having one activity we are in the required one-point category.</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>The Continuous School Improvement Plan (CSIP) is ever changing. The plan identifies the needs of the school through ongoing improvement efforts and identifies strategies, resources, and interventions staff members can use to meet the school's goals and student needs. This year, the SIP specifically identified six building-level goals for the 2022-2023 school year. The goals for this year are centered around math, reading, science, attendance, wellness, and the Multi-Tiered Systems of Support-Behavior (MTSS-B). These goals are reviewed by the entire staff at the start of the academic year to make sure that all staff understand the goals and objectives of set forth by the SIP, and again at the end of the year to review the progress that has been made.</p> <p>In order to achieve these goals, the Leadership Team allocates dates for staff meetings, grade level meetings, Professional Development (PD) days, and attendance weekly days to provide supports and additional resources in order to achieve proficiency. In addition, the Elementary Support Team (EST) meets monthly to add our results and adjust the strategies and directed outcomes in order to meet goals.</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>Prairie Wind uses several schoolwide strategies in order to address the needs of all students, including students at risk of not meeting academic standards. The school uses a Multi Tiered System of Support (MTSS) to address the needs of all students. At the start of each school year once students have finished taking benchmark assessments, the Leadership Team and Data Team review and analyze the results. From this analysis, the school creates intervention groups that will meet during specific "intervention time" during the school day. During intervention time, students are tiered in groups based on their MAP RIT scores and/or pre-post test skills check. In the area of Mathematics, teachers are utilizing the MDIS intervention kits from our new Envision Math resource. This kit is individualized by standard and teachers have the ability to look across grade levels to support student needs. Teachers formulated groups based upon skills and meet with those groups daily. In the area of reading, K-5 is working on Phonics Mastery Guides. Grades 3-5 are also working with Reading Response Journals to help support comprehension. The goal of this is to meet students where they are on their level. To further support students, teachers meet monthly to review intervention data (gains/losses) and to adjust interventions if needed and plan for instruction. The Intervention documentation and progress monitoring log are attached.</p> <p>Omaha Public Schools also offers additional support and professional development for teachers throughout the year. These days are district wide PD that allow teachers to choose the sessions they would like more support and strategies in. During Professional Development days, teachers not only support their own professional growth, they also take time to analyze data and plan for instruction based on new strategies presented. Brochures and examples of PD offered are attached.</p> <p>In addition to academics, students at risk participate in TeamMates Mentoring Program, school counselor sessions, and Connections Counseling and SAFE services to ensure basic social and emotional needs are met in addition to academics.</p>	

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>Omaha Public Schools has a professional development process that includes both certified and non certified staff members. Professional development opportunities are offered and designed based on topics specific to teachers, paras, etc. Professional development topics are inclusive and are determined by needs assessments, data and staff input. Prairie Wind Elementary has a professional development calendar that outlines topics to be covered based on need. This calendar is attached.</p> <p>In addition to our School Improvement plan based Professional Development, Prairie Wind teachers participate in Coaching and Feedback Rounds (CFR). These 10 minute walk-through opportunities provide continual support and feedback to teachers that can be implemented immediately to improve instructional effectiveness. Along with the observation portion of the coaching, teachers meet with "the coach" after the walk-through is complete to discuss feedback.</p>	

Professional Development opportunities start at the beginning of each school year in August and run throughout the school year.

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>Prairie Wind has a school parent compact that has been developed by parents, teachers/staff. The purpose of the compact for the school is to provide high quality instruction in a supportive and effect environment to meet the needs of all students including students at risk according to state academic standards. The compact goes on to include both parent and student responsibilities in which parents agree to be supportive of their child's learning. The compact will be posted into our Student Handbook that is provided to each family at the beginning of the year. It is also digitally loaded onto all student iPads for easy access by parents and students. Parents are given an opportunity to provide in-put by taking the Parent Survey. Administration and leadership team reviews this parent feedback along with the Climate Survey Data and develops a school wide Improvement Plan for the year. This plan will be incorporated into the School Improvement Plan.</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>Omaha Public Schools has a district-level policy in both english and spanish that are reviewed each spring for modifications. These policies are developed and reviewed jointly with parents each year. Both policies are attached for the 2022-2023 school year.</p>	
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>
<p>The Title 1 Parent Meeting for Prairie Wind was held during the February PTO meeting. We made this decision in order to maximize the attendance of the parents. During the meeting, regular PTO agenda items were covered. During the Principal's report, the topic was Title I. The principal focused on informing parents of the school's participation in the Title I program, explained the requirements of Title I and the importance of parental involvement. During the PTO meetings, it is customary for the Principal to review with parents what is happening academically in the school and what efforts and opportunities are offered for parents. The principal uses this time to elicit feedback from the parents as a partner in creating a solid school improvement plan.</p>	

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>Prairie Wind hosts a Kindergarten Roundup each Winter in January. This includes a presentation of several departments (Kindergarten teachers, Nurse, Principal, Parent Support Liason). This year we are conducted our registration information night with tours of the classroom in January. In late May, we plan on having families come for a tour of the building, meet their Kindergarten teacher, and provide parents with imporatant information about kindergarten and coming to school for the first time. The transition plan for each student begins at least six months prior to the child's eligibility to transition.</p>	

Each school hosts a Kindergarten Roundup held in January each year. During Kindergarten Roundup, parents meet the Principal, Kindergarten Teachers and Essential Staff. Each Staff member gives an overview and information that the parents need to know. Once presentations are done, parents go online and complete the enrollment form to enroll their child into Kindergarten. Our Kindergarten Roundup Presentation is attached.	
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>
Fifth Grade Students at Prairie Wind are involved in two transition activities between Elementary and Middle School. These activities include Davis Middle School coming to Prairie Wind to present a "Middle School Transition" skit and answer questions. The other activity involves Middle School Counselors coming to Prairie Wind to meet with fifth graders in the spring to help students prepare for Middle School experiences. Omaha Public Schools has also recently developed a Middle School Camp that occurs in late July at the respective middle schools 5th grade students are assigned to.	

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>
<p>During the school day, students have the opportunity to participate in intervention groups. The primary focus of instruction is in the area of reading or math. In conjunction with Omaha Public Schools, Priarie Wind will offer a summer school program in June and July for students in Kindergarten through Fifth. The program will run for full days in June and half days in July. The overall goal of the summer school programs is to engage students in learning with a continued focus on closing the acheivement gap for our most at risk students. Our program will provide support in reading comprehension, writing, and mathematics. Daily instruction will include extended periods of time for literacy, vocabulary, writing, and mathematics instruction using the gradual release model, technology & MTSS Intervention Programs. Enrichment opportunities will be included in both June and July with themes connected to nature, sports, STEM, and the arts. Student iPads will be utilized to enrich, engage, and extend learning in reading, math, typing instruction, and research.</p> <p>Another opportunity available to students is provided by our GATE teacher Mr. Nabity. Mr. Nabity utilizes a push in and pull out program to work with high ability students identified by test scores and teacher recommendation. Classes meet once a week for 45 minutes. The lessons follow OPS Gifted Department Framework of the Habits of Mind, a developmental series on what intelligent people do when solving problems. A differentiated program is followed to work with the reading, writing, and math skills with the high ability students.</p>	

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

7.1	<i>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.)</i>
N/A	

