

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: | Pine Elementary |
| County District School Number: | 28-0001-331 |
| Building Grade Span Served with Title I-A Funds: | Early Childhood - 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)_MTSS-B, Dropout Prevention, Science ___ |
| 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: | 531-299-2980 |
| Additional Authorized Contact Person (Optional): | Laura Strubbe |
| Email of Additional Contact Person: | laura.strubbe@ops.org |
| Superintendent Name: | Cheryl Logan |
| Superintendent Email Address: | cheryl.logan@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> |
|---|---|
| Jenny Zimmer | <u>Parent</u> |
| Adriana Vargas | <u>Administrator</u> |
| Laura Stubbe | Instructional Facilitator |
| Rose Pope | Counselor |
| Heidi Dotzler | Teacher |
| Janie Helt | Teacher |
| Erica Varn | Teacher |
| Andrea Carlson | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
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| _____ | _____ |

School Information
(As of the last Friday in September)

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| Enrollment: 293 | Average Class Size: 22 | 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 <i>(may be found on NEP https://nep.education.ne.gov/)</i> | | |
| Poverty: 80 % | English Learner: 62 % | Mobility: NA % |

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

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

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| 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 a new building and just opened this August for the 2022-23 school year. Pine opened the year with 245 students but has grown to 293 students in Early Childhood through 5th grade. The student body consists of 73% on free/reduced lunch, 16% in Special Education, and 57% English Learners. (see Pine 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 and ELPA. Student data is tracked on our data tracking form and disaggregated by subgroups and used to make instructional decisions, including strategies for meeting the educational needs of all students. At this time data is preliminary based on MAP results. Pine students took ELPA in February and will take NSCAS for the first time in April. (See Pine MAP Fall Data 2022-23, Student Data Tracking and ELPA Dig 10.31.22)</p> <p>Our SIP (School Improvement Plan) is derived from staff input based on school data. Goals are determined in the areas of literacy, math, science, attendance and behavior. Pine's Schoolwide Plan includes several components that address a variety of school improvement initiatives. The following information includes a breakdown of the goals. (See Pine SIP)</p> <p>The SIP Team meets on a regular basis to monitor academic growth, create professional development and determine next steps. Surveys are administered to help identify growth and future planning needs. (See SIP Teacher Input)</p> <p>The MTSS-B (Multi-Tiered of Support Systems in Behavior) team also meets on a monthly basis to establish clear building wide expectations to support and decrease behavior concerns in the building. Every month the team looks at the Behavior Dashboard to develop an action plan that is shared with staff. (See Pine Big 5 Solution Plan)</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%. The Attendance Team meets every week to discuss chronic students and how to support these students. The team looks at data on the Attendance Dashboard to identify students at risk. Attendance letters are 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 Administrators Attendance Handbook and Staff Attendance Meeting ppt)</p> <p>Student data is disaggregated by subgroups and used for making instructional decisions, which include strategies for meeting the educational needs of historically underserved populations. Based on the data analysis, measurable objectives were defined. The following are ways needs are addressed.</p> | |

Grade Level meetings take place two times a month for the following

- *Instructional Strategies reviewed and discussed
- *Student Data such as Lexia, Amira and Success Maker is reviewed and discussed to monitor student needs
- *Support adjusted for individual or group needs
- *Review of curriculum guides and district pacing

See (Grade Level Meeting January 2023)

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.

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.

These results are used to determine building perception of parents, students and staff. Climate survey results were used from Castelar and Bancroft which were the feeder schools for 90% of the student population for Pine. This spring will be the first year Pine parents will be surveyed (See Climate Survey in Data Books for Castelar and Bancroft on pages 9-12).

As Pine Elementary begins the first year, family input is gathered during family night events. Surveys are 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. Parents are asked "What did they enjoy about the Family Night?" and suggestions and ideas for future nights (See Pine Fall Family Night Survey)

A Title 1 meeting was held on March 8, 2023. 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. (See Pine Title 1 Invite, Title 1 Parent Meeting 3.8.23 and Title 1 Family Input)

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.

Our SIP (School Improvement Plan) is derived from school data and ongoing input. Goals are determined across content areas as well as attendance and behavior. Pine's Schoolwide Plan includes several components that address a variety of school improvement initiatives. The following information includes a breakdown of the goals and the ongoing efforts for continuous improvement. (See Pine SIP Plan)

The first area in our SIP Plan is our Instructional Target: Increase language proficiency in speaking, writing, reading, and listening (SWRL) across all content areas.

This SIP Team meets on a monthly basis to monitor academic growth, create professional development and determine next steps based on the instructional goal. The team provides surveys throughout the year to gather input from staff. This information is used to determine areas of growth, needs and future professional development. (See SIP Teacher Input and Pine Coaching Data 22-23)

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. Pine teacher were given a survey to gather input from the sessions.

(See Curriculum Day February 2023 Elementary Sessions and Curriculum Day Capture)

Data is collected from classroom coaching visits and EST (Elementary Support Team) meetings throughout the year. The team collects data during coaching visits and calibrate afterwards to identify strengths and future professional development needs. The team uses the EST agenda template to identify areas of growth and

needs. The team also uses the Pine Look For Document to collect, enter data and review instructional strategies to support the needs in all content areas. (See Classroom Look For and EST Notes February 2023)

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%. The Attendance Team meets every week to discuss chronic students and how to support these students. The team looks at the data on the Attendance Dashboard to identify students at risk. Attendance letters are 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 Administrators 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. An electronic copy of the Elementary BIPH is accessible to all staff member on the district Elementary SharePoint site. This document is a great resource tool that includes the latest research best instructional practices that can be used with all students. (See Elementary Look For Document)

Before or after school tutoring for grades Kindergarten-5th grade is provided throughout the year for identified students. 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 2022-23 Professional Learning Academics Support & Tutoring and Academic Support & Tutoring September 2022 ppt)

Teachers are also expected to provide differentiated instruction which includes small group instruction and interventions. Differentiated instruction is built into the time allotments for each grade level. Guided reading groups take place in all classrooms in which students are provided high quality instruction based on their needs. Lesson plans document differentiated instruction. (2022-2023 Time Allotments)

Students are 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, revise or refer students for academic testing. (See Pine SAT Process 2022-23)

This summer, Next Level Learning (NLL) 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, English language learners or students performing below grade level. NLL allows students to continue to work toward proficiency in the areas of Math and Reading. At this time, information will be distributed to families during conferences at the end of March. (See NLL Schedule, NLL 2023 Toolkit, NLL Talking Points for Parents)

3. High quality and ongoing professional development

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| 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 September 16 Curriculum Day, Curriculum Day Feb 2023, PLD Para Conference, Pine SIP 2022-23)</p> <p>Pine's professional development plan and calendar was created by the leadership team and school improvement team based on the most current and ongoing data from the students enrolled in the school. The team collects input from the instructional staff to determine building professional development needs aligned to the School Improvement Plan. The plan is reviewed on a regular basis to determine ongoing professional development. (See Pine SIP 2022-23, SIP Teacher Input).</p> <p>Grade level meetings are 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. (See ELPA Dig 10.31.22, Grade Level Meeting, Student Data Tracking)</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 Pine Coaching Schedule)</p> | |

4. Strategies to increase parent and family engagement

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| 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>Parents and community members at Pine have opportunities to contribute to the development, implementation and evaluation of the school-parent compact. All family meetings, events and communication are facilitated in English and Spanish to provide all the information in the languages spoken at Pine. (See Pine Compact, Title 1 Parent Meeting 3.8.23, Title 1 Family Input)</p> <p>An annual meeting is held in English and Spanish to review the School-Parent-Student Compact and to allow for parent input. (See Title 1 Parent Meeting ppt 3-8-23 and Title 1 Family Input)</p> <p>During Open House every classroom teacher shares the Pine compact as part of their presentation. This allows the parents to know and understand how the school, the family and the child work together to create a successful learning environment. Teachers also use this time to share academic, behavior and other classroom expectations. Parents are given the opportunity to visit the classroom, see what students are learning and ask questions. (See Pine September Newsletter and Open House PPT)</p> <p>The compact is also included in the Pine Handbook on page 10. The student handbook is distributed electronically 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. (See Pine Compact and Pine Student Handbook)</p> <p>Communication to families and community is a key element in achieving parental involvement at Pine. Communication is done in many different forms that include:</p> <ul style="list-style-type: none"> • Monthly school newsletters (See Pine October Newsletter) • Open House (See Pine September Newsletter) • Pine Family Nights (See Pine Family Night) | |

- Social Media (Twitter & Facebook)
- Blackboard Automated Calls
- School website
- Annual parent meeting to review the School-Parent-Student Compact (See Title 1 Input Flyer)

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.*

Parents and community members will have 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)

A annual meeting is held in English and Spanish to review the Title 1 Parent and Family Engagement Policy and to allow for family discussion and input. Families are given the opportunity to express areas of strength and needs. Input is also provided on ways to improve as a school. (see Title 1 Parent Meeting 3.8.23, Title 1 Family Input)

The Title 1 Family Engagement Policy is also included in the Pine Handbook on page 9. The student handbook is distributed electronically 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. (See Title 1 Parent and Family Engagement Policy and Pine Student Handbook)

4.3 *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.*

A Title 1 family night was held on March 8, 2023 to inform parents about the important role Title 1 has for Pine. All family events are facilitated in English and Spanish to provide all the information in the languages spoken at Pine. At this meeting the following topics about Title 1 was shared with parents. Parents are always encouraged to provide input. (See Title1 Parent Meeting 3.8.23)

- 1.What is Title 1?
- 2.How Title 1 support our school improvement goal?
3. How Pine uses Title 1 Funds?
6. Encourage parents to attend Family Nights
7. How families can help?

The building level parent policy and compact, which meets Title 1 requirements are reviewed and updated annually at the annual parent meeting. The purpose of this meeting is to review the current school compact and parent involvement policy. Parent input is collected to make the necessary additions and adjustments for the following school year. Parent input is also gathered on ways to improve Pine. (See Title 1 Parent Meeting 3.8.23 and Title 1 Family Input)

Additionally, students and parents are encouraged to remain in good communication with their teachers to ensure they understand their performance at all times. Teachers review the Title 1 School Compact and Parent Policy that is located in Pine's Handbook. Handbooks are provided online to every student in the building at the beginning of the year. Parents sign off that they received and acknowledge the information included in the school handbook. Teachers review the School Compact and parent involvement during Open House and Fall Parent Teacher Conferences. Parents are made aware of the important role all stakeholders (student, school and parent) have to support student success.

(See Pine September Newsletter, Open House PPT, Pine Compact, Title 1 Parent and Family Engagement Policy, Pine Student handbook)

Pine provides Family Nights as a way to share ideas and activities parent can do at home to support their child's learning. Sessions are aligned with Pine's School Improvement Plan providing ideas to support literacy, math, science, and social studies. Families reflect at the end of each family night. Each family is given the opportunity to provide input about the event and add any additional ideas they would like to include in future events. The first family night was held in December and parents enjoyed literacy and wellness rotations. Rotations include a Book Walk, Reading with your child by the Fireplace, Walk and Read, Book Making and other fun activities (See Pine Family Night and Family Night Input Dec)

Parents had expressed concerns with online safety and requested more information. Pine provided a presentation on Keeping Your Children Safe Online on March 2, 2023. Parents provided input for future topics. (See Keeping Your Students Safe Online and Pine Online Safety Night Survey)

5. Transition Plan

5.1

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).

At Pine Elementary there is only one early childhood classrooms and it is assigned 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)

The kindergarten transition plan includes a two-day event. January is for parents to register their in-coming kindergartner and another in April with classroom visit. In January parents have the opportunity to visit the school and get help completing the online registration for their incoming kindergartener. (See Kindergarten Registration)

Parents are invited back in April where they learn about several topics, health requirements, counseling program and how to get your child ready for kindergarten. While parents are in session, the kindergarten candidates join a kindergarten classroom and learn first-hand what it is like to be in kindergarten. Parents are reminded to contact the school with any questions. (See Kinder Round Up presentation and Kinder Round Up letter)

All Omaha Public Schools provides a Meet the Teacher Night prior to the first day of school in August. This allows parent, students, and staff to meet each other. It helps the students become familiar with their teacher. It is a good introduction to the teacher. (See Pine FOL 2022)

Orientating new students to Pine involve the following activities:

- All new students and families meet with 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 can access school information through the Pine website at www.pine.ops.org

Pre-kindergarten registration is in March. The pre-kindergarten teacher meets all incoming students. Students are screened on this day for PreK. Parents have the opportunity to visit the school and complete the necessary paperwork for their incoming student. (See Early Childhood Eligibility and Early Childhood Application)

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| 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>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 Middle School Open Houses)</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 Elementary to MS Registration Memo)</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, Middle School Transition Lessons).</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 17,2023 to allow teacher and other certified staff to work together and discuss student transitions for the upcoming school year. (See Articulation Day 2023 Elementary)</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. At this time, information will be distributed to families during conferences at the end of March (NLL Schedule, NLL Toolkit, NLL Talking Points)</p> | |

6. Strategies to address areas of need

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| 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>Pine Elementary students have numerous opportunities to participate in extended learning. Some of the anticipated opportunities include: Traditional school day schedules are designed to include time for specific intervention of identified students. (See 2022-2023 Time Allotments)</p> <p>English Learners (EL) work individually or in a small groups with the EL teachers in all grades. This extra support is provided during the instructional day. (See Varn Schedule)</p> <p>This summer, Next Level Learning (NLL) 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, English language learners or students performing below grade level. NLL allows students to continue to work toward proficiency in the areas of Math and Reading. At this time, information will be distributed to families during conferences at the end of March. (See NLL Schedule, NLL 2023 Toolkit, NLL Talking Points for Parents)</p> <p>Pine works in collaboration with the Zoo After School Program (ZAP). Staff from Pine and the after-school program 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</p> | |

and enrichment opportunities. ZAP also provides summer enrichment for students in June and July. (ZAP Schedule and ZAP December Newsletter)

Pine also has 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 Academic Support and Tutoring September 2022 and NLL 2023 Toolkit)

Instructional paraprofessional staff provide a variety of academic and behavioral supports throughout the school day. They work with small groups of students to build their skill set on what is being taught. (See Kindergarten Paraprofessional schedule)

Pine Elementary partners up with numerous community supports to include mentoring, and outside of school experiences. Some of these supports include:

- *TeamMates: One to one mentoring program in schools. Mentors meet with their student once a week for at least 30 minutes to build and establish a long-lasting relationship of support.

- *UNO practicum students: UNO students complete field experiences by working in classrooms and supporting students in academic areas.

- *Omaha Zoo: Adopt-a-School Partner that offers endless learning experiences that include field trips, on and off site presentations, summer programming, after school program, Family Night at the Zoo and much more.

- *Durham Museum: Adopt-a-School Partner that offers on and off-site museum experiences with in-person and virtual field trips, Family Night at the Museum, and other resources.

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.)