

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District School Number in the table below.

Date of Review:	3/12/2026	
District Name:	Omaha Public Schools	
School Name:	Prairie Wind Elementary School	
County-District-School Number: XX-XXXX-XXX	28-00010-209	
Grades Served with Title I-A Funds: (PK is rarely served)	KG - Fifth	
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input checked="" 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, College to Career__	
School Principal Name:	Ms. Tamika Walker	
School Principal Email Address:	tamika.walker@ops.org	
School Mailing Address:	10908 Ellison Ave 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:	Mr. Matthew Ray	
Superintendent Email Address:	matthew.ray@ops.org	

<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>
Tamika Walker	<u>Parent</u>
Christopher Richardson	<u>Administrator</u>
Nicole Fernandez	Administrator
Mark Booth	Instructional Facilitator
Kelly Arkfeld	Parent
Jessica Scheer	Parent
Danielle Schnieder	Teacher
Lindsay Jacobson	Teacher
Kara Winther	Teacher
_____	_____
_____	_____
_____	_____

School Information
(As of the last Friday in September)

Enrollment: 616	Average Class Size: 23	Number of Certified Instruction Staff: 48
Race and Ethnicity Percentages		
White: 27.4 %	Hispanic: 14.7 %	Asian: 11.8 %
Black/African American: 33.1 %	American Indian/Alaskan Native: .01 %	
Native Hawaiian or Other Pacific Islander: .003 %		Two or More Races: 11.3 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 71.4 %	English Learner: 29.2 %	Mobility: 6.1 %

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

Confirm all Instructional Paras are Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

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

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>At least twice each month, the Professional Learning Community (PLC) holds grade-level data meetings to discuss data with all stakeholders (grade-level teachers, the Instructional Facilitator, the School Psychologist, the Gifted and Talented Education Facilitator, and an administrator). During the meeting, each grade-level PLC discusses its data, uses it to make informed decisions about tier 1-level instruction, students in need of tier 2 intervention, who will provide the intervention (teacher or para), and students’ progress. The team looks at both qualitative and quantitative data when deciding which interventions to implement and at progress-monitoring data to determine whether adjustments are needed to the intervention and instruction plans.</p> <p>Over the course of the 2025 - 2026 school year, the PLC Grade Level Teams and the Leadership Team have made progress in using data to inform decisions. 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 PLC Grade Level Teams and the Leadership Team are confident that the systems in place will continue to accelerate our building toward the advanced category for the 2026-2027 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.</i></p>
<p>Parent/Community input is gathered through a couple of activities that help identify the school's needs. 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 school as part of our data book. Our parents attend two (one primary and one intermediate grade level) title 1 activities per year. Parent are given the opportunity to come watch an ELA and a Math lesson taught in real time during the school day. Finally, our school has an open communication policy and receive information from parents and community members via phone and email when they have identified a possible need of our school.</p>	
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i></p>
<p>The Continuous School Improvement Plan (CSIP) is ever-changing. The plan identifies the school's needs through ongoing improvement efforts and outlines strategies, resources, and interventions that staff members can use to meet the school’s goals and student needs. This year, the CSIP specifically identified seven building-level goals for the 2025-2026 school year. The goals for this year are centered around tier 1 math and reading instruction, tier 2 math and reading intervention, attendance, the Multi-Tiered Systems of Support-Behavior (MTSS-B), and wellness. These goals are reviewed by the entire staff throughout the academic year to ensure that all staff understand the goals, the objectives set forth by the CSIP, and review progress.</p> <p>To achieve these goals, the Leadership Team allocates dates for staff meetings, PLC grade-level meetings, bi-weekly Attendance Team meetings, Professional Development (PD) days, and weekly days to provide support and additional resources to achieve proficiency. In addition, the Elementary Support Team (EST) meets monthly to review our results and adjust strategies and directed outcomes to meet goals.</p>	

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.

Prairie Wind uses several schoolwide strategies to address the needs of all students, including those 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, after students have completed benchmark assessments, the Leadership Team and Professional Learning Community (PLC) grade-level teams analyze the results. Based on this analysis, the PLC grade-level teams create intervention groups that meet during a specific "intervention time" set up in the master schedule during the school day.

During intervention time, students are tiered into groups based on their benchmark assessment scores and/or pre- and post-test skills checks in both ELA and Math. Teachers look to scaffold tier 1 instruction, create skill-based groups for both teachers and paraprofessionals, and meet with those groups daily. The goal is to scaffold tier 1 instruction in a specific skill so students can access grade-level material in both reading and math. To further support students, grade-level PLCs progress-monitor weekly, meet every couple of weeks to review data, adjust interventions, and plan future instruction.

Acadience is used to progress monitor lower-scoring students. In ELA, teachers and paraprofessionals use Phonics Mastery Guides, Foundational Skills, Work Study Studio, and HMH Resources designed for small groups. In Mathematics, teachers and paraprofessionals are using the MDIS intervention kits from our Envision Math resource. This kit is individualized by standard, and teachers can look across grade levels to support students' needs.

Omaha Public Schools also offers additional support and professional development for teachers throughout the year. These days are district-wide PD that allows 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 but also take time to analyze data and plan instruction based on new strategies presented. In addition to academics, students at risk participate in the TeamMates Mentoring Program, school counselor sessions, and Connections Counseling and SAFE services to ensure basic social and emotional needs are met.

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.

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.

In addition to our School Improvement plan-based Professional Development, Prairie Wind teachers participate in Instructional Rounds. These 15-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. Professional Development opportunities begin at the start of each school year in August and continue 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.</i>
<p>Prairie Wind has a school-parent compact developed by parents, teachers, and staff. The purpose of the compact for the school is to provide high-quality instruction in a supportive and effective environment that meets the needs of all students, including those at risk, according to state academic standards. The compact goes on to include both parent and student responsibilities, in which parents agree to support their child's learning. The compact is posted in our Student Handbook, which 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 input by taking the Parent Survey.</p> <p>The administration and leadership team review this parent feedback, along with the Climate Survey Data, and develop 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.</i>
<p>Omaha Public Schools has a district-level policy in both English and Spanish that is reviewed each spring for modifications. These policies are developed and reviewed jointly with parents each 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.</i>
<p>The Title 1 Parent Meeting for Prairie Wind was held during the February 2025 PTO meeting. We made this decision to maximize parent attendance. 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 about the school's participation in the Title I program, explaining the requirements of Title I, and emphasizing 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> <p>In addition, two Title 1 family days were scheduled during the school day. The Family Literacy Day was 10/2/2025. The Family Math Day is 2/12/2026. On these days, families experience a literacy or math lesson. Additional materials to provide support at home were created by the teachers for our families.</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>This year, Prairie Wind Elementary will hold a Kindergarten Registration on Jan. 16, 2026. Families will have the option to attend one session, either from 2-3 p.m. or 4:30-5:30 p.m. The goals of a registration day include clearer communication for families, more accurate registration numbers for the fall, and the opportunity to develop relationships with new families throughout spring events at their school. Our currently enrolled kindergarten students will not attend school on Jan. 16, 2026.</p> <p>Prairie Wind Elementary will have presentations from kindergarten teachers, the Nurse, the Principal, the PTO, the Specialists, and the Social Worker. Families will get a tour of the building, including the kindergarten classrooms, meet Kindergarten teachers, participate in an activity for the students, and parents will receive additional information.</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>
This year, Prairie Wind Elementary will host a counselor from Davis Middle School to present to our fifth graders. Prairie Wind's 5th counselor will provide two lessons on transitioning to Middle School: social and academic aspects, and homework tracking and staying organized.	

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>Prairie Wind Elementary has expanded the schoolwide plan to increase the amount and quality of learning time within and beyond the instructional day. Before- or after-school tutoring is available for students scoring in the 36th to 55th percentile on their most recent MAP assessment in ELA, or for students scoring in the progressing high or progression medium level on their most recent ELAP21 assessment. The students are assigned to an ELA skill-based intervention group. Tutoring is scheduled from 7:45 to 8:30 am and 4:15 – 5:00 pm M-TH.</p> <p>During the school day, students can participate in intervention groups. The primary focus of instruction is on reading or math. In conjunction with Omaha Public Schools, Prairie Wind will offer a summer school program in June and July for students in Kindergarten through Fourth grade. The program will run for full days in June and beginning of July. The overall goal of the summer school programs is to engage students in learning with a continued focus on closing the achievement gap for our most at-risk students. Our program will provide support in reading comprehension, writing, and mathematics. Daily instruction will include extended periods for literacy, vocabulary, writing, and mathematics 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. Our GATE teacher 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 the OPS Gifted Department Framework of the Habits of Mind, a developmental series on what intelligent people do when solving problems. A differentiated program is implemented to address the reading, writing, and math skills of high-ability students.</p>	

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

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
N/A	