

Title I Schoolwide Plan

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

Date of Review:	10/15/25
District Name:	Bellevue Public Schools
School Name:	Betz Elementary
County-District-School Number: XX-XXXX-XXX	77-0001-008
Grades Served with Title I-A Funds: (PK is rarely served)	Pre K-6
The preschool program is supported with Title I funds. (Mark appropriate box)	☒ Yes ☐ No
The summer school program is supported with Title I funds. (Mark appropriate box)	☒ Yes ☐ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☒ Other ● Decrease absenteeism ● Increase family engagement ● Increase student ownership of learning
School Principal Name:	Molly Wolfe-Koehler
School Principal Email Address:	molly.wolfekoehler@bpsne.net
School Mailing Address:	Betz Elementary 605 W. 27th Ave. Bellevue, NE 68005
School Phone Number:	(402) 293-4585
Additional Authorized Contact Person (Optional):	Julie Snyder
Email of Additional Contact Person:	julie.snyder@bpsne.net
Superintendent Name:	Dr. Jeff Rippe
Superintendent Email Address:	jeff.rippe@bpsne.net

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> Molly Koehler Julie Snyder Matt Fenster Stephanie Balwanz Brittany Warby Kristen Mercier Allison Stille Melissa Schult Jessica Weber	<u>Titles of those on Planning Team</u> Building Principal Lead Teacher Title 1 Director Reading Specialist & MTSS 2/3 Facilitator SLP & SST Facilitator Resource teacher & MTSS Tier 2/3 Title 1 Teacher & MTSS B Facilitator classroom teacher & MTSS A Facilitator Instructional Coach
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 246	Average Class Size: 19	Number of Certified Instruction Staff: 28
Race and Ethnicity Percentages		
White: 74.4 %	Hispanic: 5.7 %	Asian: 1.2 %
Black/African American: 13.4 %	American Indian/Alaskan Native: 4.9 %	
Native Hawaiian or Other Pacific Islander: .4 %		Two or More Races: 11.2 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 66 %	English Learner: 8.1 %	Mobility: 10.18 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	SWIS
NSCAS	Attendance data
ELPA 21	
SRSS	

Confirm all Instructional Paras are Qualified according to ESSA.	☒ Yes ☐ 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	<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>
Betz has a well-established, eight-member MTSS Leadership Team as well as MTSS A, MTSS B, and MTSS T 2/3 subcommittees composed of an intentional combination of all remaining certified staff members. Our work begins with a minimum of two planning sessions during the summer months then continues throughout the school year with meetings once every 8 day cycle. Our subcommittees meet once a month and share meeting notes. These notes, as well as overall continuous improvement priorities, are the focus of each meeting. We review a combination of data points including but not limited to MAP/NSCAS and SRSS (Student Risk Screening Scale) in the fall, winter, and spring and SWIS (School Wide Information System) on an ongoing basis to determine necessary interventions for all students' needs. We utilize Edmentum school wide, and 30 minutes each day is dedicated to this intervention in our Master Schedule. Our Reading Specialist and Title 1 teachers are trained to provide targeted intervention for students whose reading data qualifies them for an IRIP (Individualized Reading Intervention Plan) and indicates a need for support using district provided curricular tools including SPIRE and Wilson Reading. Additionally, our Title 1 teacher and Instructional Coach work closely with teachers whose students' performance on MAP Math indicate a need for additional support. Our grade level teams (a combination of general education, Special Education resource teachers, Title 1 teacher, speech Language Pathologist and Reading Specialist) collaborate once every 8-day cycle to explore student learning needs and action steps that align. Our MTSS A & B facilitators meet with teachers whose student growth is minimal, starting with our Universal Screener to identify core areas that require additional attention and adjustment. We also implement CICO (Check In Check Out), SAIG (Social & Academic Instructional Groups), Expressive Arts, and Circle of Friends as layers of support based upon SRSS data. Refer to Tab 1.1 for MTSS teams notes.	
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>
We connect with families in many ways. We've hosted two Summer Family Picnics each year for the last 4 years to maintain a connection with families and nurture commitment to our shared goal of family engagement and student growth and progress. We offer a free dinner, free books, and invite community services in an effort to eliminate any barriers for families working to meet basic needs. We host Get to Know You Conferences several days prior to the first day of school so families have the opportunity to meet teachers, share hopes and dreams for their child, and sign the Student+Family+School compact in conjunction with those meaningful conversations. We have shifted our twice yearly Parent Teacher Conference model to a Student-Led model which aligns with our Continuous Improvement Plan goal of increased student ownership of their learning. Our PTA continues to gain momentum, and they partner with us to host family movie nights, Holiday activities, an attendance-focused Family Game Night, testing season kick-off and celebration assemblies, a local vendor Food Truck Rally, and more. We will launch our second One School, One Book experience which connects families to a shared experience that carries into the school day. Bellevue Public Schools conducts a Climate Survey each year that provides us with insight and helps guide our decisions. Finally, we provide a survey to the families of incoming kindergarteners to gain an understanding of early childhood experiences. Finally, we utilize Class Dojo, a school wide communication platform, so that families can count on one reliable source for information and updates.	

1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
	We have prioritized making our Continuous Improvement Plan a document that is relatable and connects to teachers, students, and families in a practical and "day to day" way. Goals and action steps in student-friendly language are displayed in each classroom. Students have a more concise version in their student-led conference file folders to help guide their selection of artifacts to share with families in October and February. Our MTSS Leadership Team has intentionally built each and every staff meeting and professional learning agenda to align to our CIP goals. We have made a commitment to develop deep expertise so rather than implementing new or different goals each year, we are fine-tuning and layering complexity upon the foundational priorities we have established. Refer to Tab 1.3 for CIP documents.

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.</i>
	A Master Schedule was created with the purpose of maximizing our intervention team's opportunities to provide support. The same approach guided our paraprofessional teams' schedules. Our Literacy Block and RTI/Edmentum time built into each day at every grade level is one way we avoid interrupting core instruction blocks while creating space for pull-out and push-in support. We utilize Title 1 funds to allow for a full-time social worker dedicated to the students and families of Betz. She is able to connect families with basic needs and creates a bridge for students who may need extra services like counseling. She also provides access to support through the facilitation of Expressive Arts groups. Our Leadership Team utilizes SRSS data to determine which interventions will best serve students who demonstrate externalizing and internalizing behaviors who aren't already served through a special education behavior plan. The decision rules allow us to appropriately place students in the following programs: CICO with team members who are instrumental in the development of targeted behavior goal sheets, SAIG taught by our school counselor for CICO students who demonstrate a need for an additional layer of support, Expressive Arts with our social worker, and Circle of Friends developed, planned, and facilitated by our SLP and school psychologist. Refer to Tab 2.1 for SRSS decision rules.

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.</i>
	Our professional learning priorities for the year are based upon our Continuous Improvement Plan goals: 1. Strengthen Core Tier 1 Instruction for all K-6 learners 2. Increase active student engagement through effective instruction 3. Decrease Chronic Absenteeism 4. Build the habits, stamina, and skills to be Challenge Ready These goals are supported during monthly staff meetings, collaboration rotations, and Professional Learning sessions.

We have adopted two highly rigorous core curricular tools in as many years. Wit & Wisdom for the 2024-2025 school year and Imagine Learning Math for the 2025-2026 school year. Both of these emphasize student inquiry rather than the gradual release model. For that reason, much of what we have been prioritizing is building teachers' capacity to utilize these tools to the fullest since it requires a significant shift in mindset.

For the third year, we are prioritizing two components of the TNTP Core Teacher Skills Rubric, specifically Essential Content and Student Ownership of Learning. We also continue to focus on Hattie's high Effect Size strategies and this year we are focusing specifically on three: Integrate with Prior Knowledge, Summarization, and Deliberate Practice. These were introduced during three separate PL or staff meetings sessions in a gamified example to model strategies to increase student engagement.

Refer to Tab 3.1 for staff meeting and PL agendas, PLC/Collab rotations, Exit Ticket form, TNTP rubric, and Hattie's Three for Betz

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>
Our Leadership Team reviewed the Student + Family + School Compact and aligned the language to our goals and priorities at Betz. The compact was shared with families at our Get to Know You Conferences in August where it was signed by all parties. It is also reshared periodically on Class Dojo in conjunction with conferences and other relevant times of year. <i>Refer to the Betz Compact in Tab 4.1.</i>	
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>
Family engagement is a foundational priority in all that we do at Betz. Our Parent Involvement Policy was reviewed and updated with staff input, reviewed with PTA members, and shared on Class Dojo. <i>Refer to the Title 1 Newsletter and Parent Involvement Policy in Tab 4.2.</i>	
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>
Our school's designation and participation in Title 1 is reviewed annually during PTA meetings. This year, the Title 1 discussion is on the October 20, 2025 meeting agenda under the Principal's Report. Meeting minutes will reflect this and indicate the members present. <i>See Tab 4.3.</i>	

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>
We host Kindergarten RoundUp each spring to welcome incoming kindergarteners and their families once they've registered at the BPS Enrollment Center. This event is publicized in a variety of ways including social media, flyers set home with all current students, yard signs, and our marquee. Families are encouraged to enroll their child in summer school as well. Summer Family Picnics in June and July as well as Get to Know You Conferences in August help familiarize families with all that Betz has to offer.	

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>
Betz currently provides full day preschool to students in our attendance area which is a highly impactful support for kindergarten readiness. Preschool students who qualify for Special Education services have transition meetings in the spring to allow the preschool teacher and kindergarten team to determine goals and minutes. The same can be said for our 6th grade students with IEPs who are preparing to transition to middle school. Families are guided through how the students' goals and services minutes will look at the middle school level and when necessary, middle school special education team members join the meeting. We have experienced two different models of supporting the transition from elementary to middle school. When possible, sixth grade classes take a field trip to the middle school to get familiar. We have also welcomed middle school counselors to sixth grade classrooms to facilitate a Q & A with students. We also highly encourage all existing sixth graders to enroll in summer school at the middle school.	

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>
Our Master Schedule is developed to maximize the learning time and minimize interruption to core instruction. Literacy Block and RTI/Edmentum are the pockets of time during the school day where intervention team members provide targeted instruction through small group pull out or push in services. Four members of the Leadership Team (Principal, Lead Teacher, Title 1 teacher and Instructional Coach) routinely make instructional rounds to capture and reinforce high quality instructional practices. We refer to the TNTP Rubric (Essential Content and Student Ownership), the Continuum of Engagement, and our Hattie's 3 for Betz in our feedback. <i>See the above mentioned observational tools in Tab 6.1.</i>	

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	