

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:	Bellevue Public Schools
County Dist. No.:	77-0001
School Name:	Belleaire Elementary
County District School Number:	77-000-006
Building Grade Span Served with Title I-A Funds:	PK-6
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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Nikki Schubauer
School Principal Email Address:	nikole.schubauer@bpsne.net
School Mailing Address:	1200 West Mission Avenue Bellevue, NE. 68005
School Phone Number:	402-293-4510
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Jeff Rippe
Superintendent Email Address:	jeff.rippe@bpsne.net
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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<p style="text-align: center;"><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p style="text-align: center;">Christina Lorenz Nikki Schubauer Jason Ramirez Dr. Matthew Fenster Terri Fuxa Dr. Tanishia Jacobs Breanna McLaughlin Meghan McCormack</p> <p style="text-align: center;">_____ _____ _____ _____</p>	<p style="text-align: center;"><u>Titles of those on Planning Team</u></p> <p style="text-align: center;"><u>Parent Administrator</u> Lead Teacher Title I Director 3rd Grade Teacher/MTSS-A Coordinator Title I Teacher/MTSS-B and PBIS Coordinator Family Faciliator Home Visitor</p> <p style="text-align: center;">_____ _____ _____ _____</p>
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School Information <i>(As of the last Friday in September)</i>

Enrollment: 302	Average Class Size: 18	Number of Certified Instruction Staff: 26
Race and Ethnicity Percentages		
White: 58 %	Hispanic: 27 %	Asian: 2 %
Black/African American: 12 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 63 %	English Learner: 20 %	Mobility: 10 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	F and P Benchmark/Guided Reading Levels
Acadience	ELPA2
NSCAS	SRSS: Student Risk Screening Scale
Gold	Really Great Reading Assessments

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	<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>Our comprehensive schoolwide plan consists of identified areas of need in our District Accrediation Process. Through our Accrediation process, a comprehensive needs assessment is done when appropriate. Each year at our Beginning of the School Year meeting, we sit down and look over data from the previous year and as a school we decide what our goals will be. Our Leadership team consisting of our Instructional Coach, MTSS-A (Accademic), MTSS-B (Behavioral), MTSS-2/3 chair as well as our administrative team and SAT chairs help lead this discussion. At that time we vote on the plan via a Google Form. Every day a different grade level team (classroom teachers, any supportive teachers related that grade level such as SPED, Title Interventionists, EL) meet with the Instructional Coach and Administration for 30 minutes. Each grade level/group meets once every 8 days for 30 minutes to look over data and our goals and to talk individually about students, etc. During this meeting goals for the school are talked about, data is looked at to support our next steps and there is always a PD component. While this is happening the whole school is having WIN (What I Need) time. Each student is working on interventions at their level in reading and math. This can be done individually, in small groups, or on Edmentum our school wide intervention program.</p> <p>We look at Guided Reading, Acadience and Really Great Reading data each time we meet to see how students are progressing and what changes needed to be made. We discuss getting students in MTSS groups that meet daily to work on areas of need and that is determined by MAP data. MAP data is looked at with each grade level team. We decided as a staff to look at "bubble kids" as well. These students fell between the 40th and 45th percentile in MAP. That number is determined by MAP. Three times a year classroom teachers fill out a survey on each of the students with the SRSS (Student Risk Screening Scale). This screener looks at the risk behavior with external and internal behaviors. This data is looked at by our SRSS team and interventions are put in place. Our PK-3rd grade students also take the MEFS (Minnesota Executive Functioning Scale). They took it for the first time in the fall semester of 2018 and we have done it once a year since. Belleaire is part of the Superintendents Early Childhood Institute, which is one of ten schools in the metro area. This screener will be used for program evaluation as well as Belleaire will use the data to look at students in grades PK-3 Executive Functioning growth.</p> <p>Our PBIS Team (MTSS-B) also has a plan that ties into our School Improvement Plan. The MTSS-A, MTSS-B and MTSS-2/3 meet once a month to discuss areas of growth and areas of change that need to be made.</p>	

As a way to make sure we are always focused on our School Improvement Plan Action Steps we make sure to talk about the goals at each PD day we have (once a month) as well as during each Collaboration time. The School Improvement Plan is shared with parents at a PTA meeting to get their feedback.

(Supporting Documentation Includes: Collaboration Notes, Multiple Data Points, Leadership Meeting Notes, MTSS Groups, SRSS Data, MEFS Data, Acadience Data, etc. PBIS Meeting Notes (MTSS-B), MTSS-A and MTSS-2/3 data. SWIS Data

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.*

Needs are determined by surveys completed by the students, teachers, and parents, as well as by normed referenced and criterion referenced assessments. Our latest parent/student/teacher survey were given during the 2nd semester of the 20/21 school year. We sent out a parent survey at the beginning of this year to help our PBIS/MTSS-B team determine what our parents needed. We also have survey data from our school through a survey that is completed each year by our parents with the help of the Buffett Institute. We are also part of a school transformation grant with money from the Department of Defense. As part of that we give a survey to all of our parents and students in grades 5-6. All of this data is examined as well as a whole and as well as by subgroups, for example mobility, military, socioeconomic status. The climate survey and parent engagement survey shows an increase in the area of climate, respect and discipline. Our school is part of the Buffett Early Childhood plan, and the main area of focus is School As Hub. For the past seven years we have worked on building a positive and engaging atmosphere for parents, students, as well as the community. Another focus of the School As Hub is looking at Social Emotional as well as being a trauma informed school. The surveys are given out via links on Dojo, emails that are being sent home. We also have our family liaison call all of our Spanish Speaking families and assist them in any way to help them with the survey. Parents can also come in and use school devices in a private setting.

Supporting Documentation: Survey Results, Survey Discussion Points

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 comprehensive schoolwide plan consists of identified areas of need in our District Accreditation Process. Through our Accreditation process, a comprehensive needs assessment is done when appropriate. Each year at our Beginning of the School Year meeting, we sit down and look over data from the previous year and as a school we decide what our goals will be. Our Leadership team consisting of our Instructional Coach, MTSS-A (Academic), MTSS-B (Behavioral), MTSS-2/3 chair as well as our administrative team and SAT chairs help lead this discussion. At that time we vote on the plan via a Google Form. Every day a different grade level team (classroom teachers, any supportive teachers related to that grade level such as SPED, Title Interventionists, EL) meet with the Instructional Coach and Administration for 30 minutes. Each grade level/group meets once every 8 days for 30 minutes to look over data and our goals and to talk individually about students, etc. During this meeting goals for the school are talked about, data is looked at to support our next steps and there is always a PD component. While this is happening the whole school is having WIN (What I Need) time. Each student is working on interventions at their level in reading and math. This can be done individually, in small groups, or on Edmentum our school wide intervention program.

We look at Guided Reading, Acadience and Really Great Reading data each time we meet to see how students are progressing and what changes need to be made. We discuss getting students in MTSS groups that meet daily to work on areas of need and that is determined by MAP data. MAP data is looked at with each grade level team. We decided as a staff to look at "bubble kids" as well. These students fell between the 40th and 45th percentile in MAP. That number is determined by MAP. Three times a year classroom teachers fill out a survey on each of the students with the SRSS (Student Risk Screening Scale). This screener looks at the risk behavior with external and internal behaviors. This data is looked at by our SRSS team and interventions are put in place. Our PK-3rd grade students also take the MEFS (Minnesota Executive Functioning Scale). They took it for the first time in the fall semester of 2018 and we have done it once a year since. Belleaire is part of the Superintendents Early Childhood Institute, which is one of ten schools in the metro area. This screener will be used for program evaluation as well as Belleaire will use the data to look at students in grades PK-3 Executive Functioning growth.

Our PBIS Team (MTSS-B) also has a plan that ties into our School Improvement Plan. The MTSS-A, MTSS-B and MTSS-2/3 meet once a month to discuss areas of growth and areas of change that need to be made.

As a way to make sure we are always focused on our School Improvement Plan Action Steps we make sure to talk about the goals at each PD day we have (once a month) as well as during each Collaboration time. The School Improvement Plan is shared with parents at a PTA meeting to get their feedback.

Supporting Documentation: Collaboration Notes, Multiple Data Points, PD Plans, Top Ten PD schedule,

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>The Belleaire staff meets regularly to review data about student achievement. Some of these meetings are in a large group setting and other times (once every eight days) they are grade level specific. All these meetings have a data focus such as MAP, State and District assessments, EDMENTUM, or guided reading levels. We work with disaggregated data to determine whether we need specific interventions for a particular subgroup in our school. We also reflect on overall trends or implications for curricular change, and these discussions contribute to district-level discussions on similar topics.</p>	
<p>Belleaire works with more immediate student needs looking through data in our once every 8 day collaboration. During this time all students have their What I Need Time. Grade level teams teams (classroom teachers, resource teachers, EL teachers, Reading teachers, instructional coach and administration. Data is collected so we can determine what we should be doing to support student learning, especially those that are at risk of not making academic standards.</p>	
<p>Bellevue has supported all of the staff through implementation of research based instructional strategies in RLA (LLI, Daily 5, Really Great Reading, etc). In Math we use the Pearson Math Series. We also continue to focus on Social Emotional learning for our students and teachers. This includes trauma training (Project Harmony), Responsive Classroom, PBIS, and Boys Town Social skills. As part of being part of the Superintendent Early Childhood Plan we get additional resources dealing with Executive Functioning, etc. These strategies help us meet the needs of all students. Belleaire offers multiple opportunities for children to meet learning standards. Our Essential Objectives assessments and reporting allow us to track student progress and to intervene when</p>	

students experience difficulty. We offer individual and small group instruction multiple times a day through the MTSS and SAT process. We offer a variety of summer school offerings as well.

Supporting Documentation: Intervention Schedules, Master Schedule w/MTSS time, PD Plan, Student Assistance Team Procedures, SRSS (Social Emotional Screener), Summer School Schedule, Collaboration Notes, Leadership Team Agenda.

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.

Bellevue offers extensive ongoing staff development to all of its teachers/staff. District curriculum committees, and other groups of teacher leaders (Facilitators, consultants, Instructional Coaches, etc) locate and recommend quality curricular and instructional models that should be implemented district-wide. The Belleaire staff also attends PD for All sponsored by the Buffett Early Childhood Institute. We also use "train the trainer" model to implement and sustain long-term growth.

Buildings have some leeway in determining when staff members need to attend out of the district workshops and conferences. These offerings complement the in-district offering by focusing on particular instructional areas and the unique needs of teachers who work in special capacities, such as SPED, EL, Instructional Coaching, etc. We also work with the Buffett Early Childhood Institute, who works closely with the Belleaire staff, to provide professional development throughout the year on various topics (self-regulation, relationship building, executive function, Responsive Classroom. We also are having PD training with the Top Ten Teacher Tools for reading. This has been a year long PD that our staff is participating in. Dr. Deb Glaser provides the PD in an online tool. Our Reading Specialist and Instructional coach help lead the review and group work. Once every 8 days we have grade level collaboration. There is a PD embedded in each Collaboration. The focus is to improve teacher effectiveness and use data to help guide instruction. Our Leadership Team saw the need to get research based reading brain development and that is why we have focused on Reading Instruction and using researched based programs such as Really Great Reading for all of our students.

Supporting Documentation: Collaboration Notes, Belleaire PD days, PD Powerpoint Example, Mentee/Mentor training

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.

Teachers, Parents and students annually review at a PTA meeting to discuss the current compact and to discuss any revisions needed. During the meeting we go over each section and decide if any information needs to be added or removed. Since this is an agenda item, it is voted on and approved annually. This helps us to ensure that all parties are fulfilling their roles and responsibilities. These are sent home at the beginning of the year. A

<p>binder of all of the compacts is kept in the office. During the PT Conferences they are reviewed. Our Parent meeting was via Zoom so there was no official sign in sheet.</p> <p>Supporting Documentation: Newsletter: School Wide Learning Compact Notification, Title I Meeting Agenda, Parent School Learning Compact</p>	
4.2	<p><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> <p>All members of Bellevue Public School District believe that parent involvement is an important factor in the education of children and that effective parent involvement can increase as parents are informed of educational practices affecting their child(ren). In order to assist parents in becoming effective partners in the education of their child(ren), Bellevue Public Schools will foster and facilitate parental information about why it is important for those educational practices affecting their child(ren). The Superintendent of schools, Title I Director, and building principal help develop, along with teachers and parents, regulations and procedures to ensure appropriate parental involvement in educational practices. The parent involvement policy is reviewed annually at the PTA meeting. There is a discussion about any additions and it is voted on and approved each year. It is shared with parents and family each year in the Annual Start of School Newsletter. This year during the PTA meeting we voted by thumbs up on Zoom since it was done via Zoom.</p> <p>Supporting Documents: Annual Belleaire Newsletter, Belleaire Parent Involvement Policy, Annual Title I Meeting, Review and Vote.</p>
4.3	<p><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> <p>We hold our parent meeting once a year during a PTA meeting. Interrupters and snacks are provided. We discuss what Title I is and what it means to be a Title I school. The meeting this past year was done via Zoom.</p> <p>Supporting Documents: Annual Belleaire Newsletter, Annual Title I Meeting Agenda, Meeting Notes, etc.</p>

5. Transition Plan

5.1	<p><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> <p>New families are welcomed first by our Welcome Center staff, which is a centrally located intake center for all new Bellevue parents and students. They are encouraged to visit their home school prior to the start of school where they are welcomed by the office staff. Since a few of our families do not speak English we are prepared to offer registration documents in other languages as well as have an interrupter available on site. Because our families often have non traditional structures or life circumstances that have brought about sudden moves, we are ready to accommodate such things as Rule 19 registration, enrollment without recourse, enrollment without a firm address, etc. New students are welcomed by office staff, teachers, the counselor and the principal. We have Kindergarten Round-Up in April for the incoming kindergarten students. We also have a Home Visiting/Family Engagement program. Our staff makes positive connections before school starts and</p>
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helps with open communication. We also have a "Jump Start Kindergarten" where all new kindergarten students for the next year are encouraged to attend the three week summer school.

Supporting Documentation: Bellevue Public School Registration Materials and Information, Kindergarten Information Round-Up, Kindergarten Family Letter

5.2

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).

Before Covid our 6th students would take a half day to go to the Middle School during the day to tour and meet the staff for next year. The Middle School in the past has had an Open House Night so parents and students can attend. The Middle School Counselors come down to the elementary to talk and answer any questions students may have.

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.

The constant planning and processing of our grade level teams and our Leadership Team allow us to respond quickly and appropriately to students who are struggling to meet essential objectives or not making projected growth with MAP or our progress monitoring tools. Students who need more opportunities during the school day or outside of the regular school year include summer school, LLI, Really Great Reading, BASIC After School Intervention (before Covid), and daily social emotional focus. We also implemented WIN (What I Need Time) at the end of each day. This time helps meet the needs of all students based on where they are. They get individual Edmentum time as well as individual and small group intervention time with their teachers. As a school we also decided to implement Really Great Reading as an intervention in all of our classes PK-3. Teachers have been trained through workshops at the ESU as well grants were written for the supplies needed.

Supporting Documentation: Master Schedule with intervention times marked, MTSS Math Intervention para schedule, Reading Specialists/Title teachers schedules