

# 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:	Belvedere Elementary
County District School Number:	043
School Grade span:	Pre-K -5th Grade
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 type="checkbox"/> Yes <input checked="" 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) _Science, MTSS-B, Attendance__
School Principal Name:	Decua Jean-Baptiste
School Principal Email Address:	Decua.Jean-Baptiste@ops.org
School Mailing Address:	3775 Curtis Ave Omaha, NE 68111
School Phone Number:	531-299-1100
Additional Authorized Contact Person (Optional):	Mandy Moraine
Email of Additional Contact Person:	Mandy.Moraine@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
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Decua Jean-Baptiste Mandy Moraine Catherine Goodwin  _____ _____ _____ _____ _____ _____ _____	<u>Parent Administrator</u> Principal Assistant Principal Parent  _____ _____ _____ _____ _____ _____ _____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 378	Average Class Size: 20	Number of Certified Instruction Staff: 30
Race and Ethnicity Percentages		
White: 37 %	Hispanic: 11.4 %	Asian: 9.8 %
Black/African American: 60.8 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0.5 %		Two or More Races: 7.7 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 96.3 %	English Learner: 14.1 %	Mobility: 9.6 %

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

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

*Place documentation in corresponding folder on flash drive to support the narrative.*

**1. Comprehensive Needs Assessment**

<b>1.1</b>	<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>3 - The school used MAP, NSCAS, Common Assessments, and Attendance to determine the needs of the school. Data can be seen in the Data Book. Staff also selected priorities at the beginning of the school year to focus on during the school year. The process utilized Green, Red and Yellow Dots. Dots receiving the highest numbers of Red were determined to be the 1st priority in each category. Green represented the 2nd priority and yellow the 3rd priority. Students who are identified needing additional support are SATed to determine if there are specific needs that can be addressed through additional or alternative means. A Teacher/Student Flow Chart was developed to help teachers know and understand what resources were available to support them as they support students.</p> <p>See the Following:            Priority Strategy Posters            SAT Calendar            Teacher Student Resource Flow Chart</p>	
<b>1.2</b>	<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>Each year parents are asked to complete a climate survey regarding concerns with or about the school. Questions range from School Climate, School Safety, Equity/Respect for Diversity, Discipline and Parental Involvement. The school also held meetings during the school year to meet with parents to share and discuss concerns.</p> <p>See- The Following:            Climate Survey            Parent Mtg. October 13th - Sign In and PPT            Parent Mtg. December 8th - Sign In and PPT            Annual Parent Mtg. March 23rd - Sign in and PPT</p>	
<b>1.3</b>	<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>3 - The Professional Learning Plan has been included. This is used to schedule Professional Learning during the year. Monthly Calendars are also included. Monthly Calendars provide teachers with information regarding when certain meetings will be held (i.e. Staff Meetings, Instructional Leadership Team Mtgs, Building Leadership Team Mtgs, MTSS-B and etc.) Monday Morning Assemblies are held to provide students with the expectations of the week, celebrate students, classrooms and staff members of the week (See Grade Level Assembly ppt). Teachers are provided with Teach To's which focus on expected behaviors (See Bobcat Teach To's and Three Days of Teach To's)</p>	

## 2. Schoolwide reform strategies

<b>2.1</b>	<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>3 - Lesson Planning Collection is done on a weekly basis.-Fidelity Checks provide information based on the school Non-Negotiables, School Improvement Planning - Teachers are utilizing a viable and guaranteed curriculum. Teachers are required to use the Gradual Release of Responsibility when instructing students to prepare students for College and Career Readiness. This can be found in ELA, Math and Science under strategies in the school improvement plan. Students are also provided daily small group instruction as well as individual instruction as needed. Teachers have a daily schedule that they are expected to follow to ensure that they are meeting district allotted times for each subject.</p>	

## 3. High quality and ongoing professional development

<b>3.1</b>	<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>3 - Staff participate in Grade Level Team Mtgs. where information is distributed and provided mini inservices on current topics or issues. Staff participated in professional development required by the Omaha Public Schools (Trauma and Resiliency/ A Place of Belonging) Several staff members were trained in MANDT Training as well to learn about the Crisis Cycle and de-escalation strategies when working with students. Staff attend monthly staff mtgs, Instructional Leadership Mtgs. and MTSS-B mtgs. to assist in the improvement of instructional effectiveness.</p> <p>See the Following:          School Professional Learning Plan,          Grade Level Team Mtgs. Monthly Calendar          Sample Agendas          Sign In Sheets - Trauma and Resiliency/A Place of Belonging          MANDT Training - The Crisis Cycle/Chapter Notes 1-3;7-9(Sign In/Request for Extra Pay forms)</p>	

## 4. Strategies to increase parent and family engagement

<b>4.1</b>	<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>Belvedere Parents met March 23rd for our Title 1 Annual Parent meeting to review and discuss the School/Parent Compact. Each section of the compact (Parent, Staff, and Student) were reviewed. Each group had representation and were asked if each statement was acceptable, needed changing, needed to be removed or needed an additional comment. Parents shared thoughts and ideas that could benefit other families. Changes/additions were agreed upon and were to be included in the following years School/Parent Compact.</p> <p>See ppt. and Parent Sign in Sheet.</p>	

<b>4.2</b>	<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>
Omaha Public Schools Title 1 Officee holds an annual meeting inviting parents from all over the district to share in developing the Parent and Family Engagement Policy or Procedure.	
<b>4.3</b>	<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>At the beginning of the school year the school sends a copy of the Student Handbook to families with information informing parents about the school's participation in Title 1(See student handbook page 11). It was also shared with parents during the Annual meeting on March 23rd. Parents were reminded about purchases made last year (academically aligned board games, etc) that were purchased for a parent event last year during the remote learning.</p> <p>See the Following:  Student Handbook  Title 1 Annual Parent Mtg. Sign In Sheet and PPT</p>	

## 5. Transition Plan

<b>5.1</b>	<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>Families who are new to Omaha Public Schools can start the enrollment process by completing the enrollment paperwork in person at the Teacher Administrative Center at 3215 Cuming St. Students are then assigned to the school in their home attendance area. Familes are also able attend Kindergarten Round Up Days at their home attendance school. Families are given an opportunity to visit with the school principal, learn about the school day and register for school.</p> <p>See the Following:  English Enrollment Packet  Spanish Enrollment Packet  Kindergarten Round Up Flyer  Kindergarten Round Up PPT</p>	
<b>5.2</b>	<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>Families with 5th graders are provided the opportunity to attend Middle School Open House during the month of January to visit and decide which middle school they will attend. Students are then provided lessons by the school counselor about what they can expect when the go to middle school. A schedule of the dates for registration is included with schools that have scheduled their registration dates.</p> <p>See Transition to Middle School Powerpoints.  Understanding the change.  Academic Success  School Selection Process</p>	

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**6. Strategies to address areas of need**

<b>6.1</b>	<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>The School Plan does not directly describe how it increases the amount and quality of learning time within or beyond the instructional day. However, summer school is offered to students who have been indentified. Also Belvedere does offer an after school enrichment program through partnership with the YMCA. Parents may enroll their students at their discretion. See Summer School and After School documentation.</p>	