

Title I Schoolwide Plan

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

Date of Review:	January 16, 2026
District Name:	Omaha Public Schools
School Name:	Beals
County-District-School Number: XX-XXXX-XXX	28-0001
Grades Served with Title I-A Funds: (PK is rarely served)	K-6
Preschool program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
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 (Specify)_____
School Principal Name:	Cindi Brown
School Principal Email Address:	cindi.brown@ops.org
School Mailing Address:	1720 S. 48th St. Omaha, NE 68106
School Phone Number:	531-299-1060
Additional Authorized Contact Person (Optional):	Amanda Perry
Email of Additional Contact Person:	Amanda.perry@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>
_____ Cindi Brown Amanda Perry Danielle Ratzlaff Ian Schmidt Chery Davis Jessica Sorrell Peggy Lathrop Mandy Bell Delaney Carnell _____ _____	<u>Parent Administrator</u> Principal Instructional Fac. EL Intermediate Teacher Intermediate Teacher Primary Teacher Primary Teacher Specialist Primary Teacher _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 320	Average Class Size: 25	Number of Certified Instruction Staff: 27
Race and Ethnicity Percentages		
White: 39 %	Hispanic: 45 %	Asian: 3 %
Black/African American: 11 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 6 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 77 %	English Learner: 30 %	Mobility: 16 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
MAP	
ELPA	
InView	
Confirm all Instructional Paras are Qualified according to ESSA. ☒ Yes ☐ No	

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>
	Through district-level meetings, our instructional leadership team engages in professional development focused on using data to inform and strengthen instructional practices. This learning is brought back to Beals for building-level discussions, where teams collaboratively analyze data and adjust instruction to meet student needs. We believe it is essential for all students to be actively involved in goal setting and reflection based on data. Our instructional team emphasizes high expectations for all learners—particularly students performing at or below grade level—while fostering intrinsic motivation and encouraging students to perform to the best of their ability. A key focus is supporting students in meeting MAP growth goals and continuing to make progress throughout the year. Prior to taking the MAP assessment, students meet individually with teachers to review previous scores, set personal goals, and develop a positive affirmation. Following the assessment, students meet again with their teacher to reflect on their performance and determine whether their goals were met. This data is then reviewed during PLC meetings to identify specific skills and standards requiring additional support. In addition to goal setting, classroom teachers and the instructional leadership team analyze formative and summative assessment data to determine targeted small-group interventions and identify students who would benefit from additional support with instructional paraprofessionals. This year, through the use of Title I funds, we added a Reading Interventionist who provides small-group literacy instruction to kindergarten students to further meet their learning needs. At the end of each school year, classroom teachers and the instructional leadership team review student demographics (including speech services, resource support, and ESL), as well as academic and behavioral supports, to create equitable classroom placements for the following school year.
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>
	Parents participate in our Fall and Spring Parent-Teacher Conferences at an attendance rate of approximately 90%. Through these conference conversations, teachers share general parent feedback and concerns with the instructional leadership team. Additionally, the district provides parents with an annual climate survey, offering an opportunity to share concerns, feedback, and celebrations
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
	After reviewing our NSCAS and MAP data, the instructional leadership team determined the need to continue strengthening both small- and whole-group instruction while actively engaging students in rigorous, grade-level tasks that include appropriate scaffolds, high engagement, and student-led discussions. We have placed a strong emphasis on clearly defined learning goals, Cooperative Learning Strategies (CLS), and the intentional integration of reading, writing, speaking, and listening into daily instruction. During August back-to-school meetings, staff revisited learning goals and engaged in deeper learning around CLS, instructional scaffolds, and strategies for integrating reading, writing, speaking, and listening into daily lessons. We believe students should be doing the majority of the talking in a variety of groupings as they reflect on and deepen their learning. .

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>
During PLC meetings that focus on data analysis, teachers identify students who are struggling to meet grade-level standards. This school year, a district-wide intervention has continued to support all students' reading and decoding needs. Daily, students in grades K–3 participate in intensive Structured Literacy and foundational skills instruction to reinforce and strengthen a variety of reading skills. Students who need additional support in math receive targeted small-group instruction with the classroom teacher and, when appropriate, support from a classroom paraprofessional. For students who continue to require additional support, the Student Assistance Team (SAT) process may be initiated. Through this process, student strengths and areas of concern are identified, interventions are developed and monitored, and data is used to determine effectiveness and next steps. Our school is supported by 1.5 FTE Special Education teachers who provide specialized instruction in reading, math, writing, and/or social-emotional learning for students with Individualized Education Programs (IEPs). Students whose first language is not English receive small-group instruction with our English Language teachers. All students in grades K–6 also have access to district digital resources, including Lexia, Amira, and SuccessMaker, to support individualized learning.	

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 district provides ongoing professional development for both classified and certified staff. Throughout the year, teachers engage in professional learning during staff meetings, PLC meetings, and late-start professional development days. These opportunities focus on equipping teachers with effective instructional strategies and using data to develop targeted plans that address student needs. As a result, teachers consistently adjust their instruction to best support all learners. Data is used to create intervention and small-group instruction that remains flexible and responsive to students' current academic needs. Additionally, teachers receive ongoing support through MTSS-B, which provides classroom management tools and strategies. We recognize that a positive classroom environment has a direct impact on student achievement. Therefore, we intentionally connect behavioral supports with academic instruction to ensure students are supported holistically 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>
The School-Parent Compact was first developed at the district level. Our building decided to add additional language that aligns with our SIP goals. Both parents and staff were involved in discussions surrounding our School-Parent Compact. This will be included in our school handbook next year, as well as discussed at a PTO Meetings.	
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>
Our school district creates the Title I Parent and Family Engagement Policy. It is reviewed with parents annually and included in our school handbook.	

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>
	At the Spring PTO meeting, administration plans to involve parents in our building changes for the next school year. An agenda and sign in sheet will be utilized at that meeting.

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>
	In January, Beals hosts a Kindergarten Registration/Round-Up for incoming kindergarten students. During this event, students have the opportunity to visit a kindergarten classroom, meet the teachers, and participate in a classroom activity. This experience helps students become familiar with the school environment before their first day. Beals also hosts a Back-to-School Night prior to the start of the school year. This informal event provides all students and families the opportunity to meet their teacher, tour the school, ask questions, and become familiar with staff, classrooms, lockers, and routines. When appropriate, we also hold parent meetings for students with special needs to ensure families feel supported and confident in the plan for their child's transition. Staff collaborate with the student's previous school to review IEPs and discuss any additional supports that may be needed. When a new student enrolls at any point during the school year, they are paired with a classmate to help them learn the layout of the school, meet key staff members, and smoothly transition into the Beals community.
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>
	Students transitioning from 6th grade at Beals to a Middle School the next year, work with our School Counselor on activities that prepare them for a school transition. Our school counselor works with students on registering for classes in middle school, has discussions about available clubs/sports/classes, and utilizes practice locker locks to familiarize students with using them. We also set up a tour of Norris Middle School, our main feeder school so that students can experience a Middle School before the first day of 7th grade. Additionally, selected 6th grade students are eligible to attend summer school at a middle school which also aids in the transition process.

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>
	Next Level Learning is available to selected students to help bridge learning gaps. Dedicated intervention time during the school day provides all students with opportunities to focus on targeted academic skills. Students in grades K–6 may participate in intervention groups or work with instructional paraprofessionals, while other students engage in skill-building activities based on MAP data and formative or summative assessment results.

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	