

Title I Schoolwide Plan

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

Date of Review:	1-26-2026	
District Name:	Omaha Public Schools	
School Name:	Belvedere Elementary	
County-District-School Number: XX-XXXX-XXX	043	
Grades Served with Title I-A Funds: (PK is rarely served)	K-5th grade	
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 type="checkbox"/> Other (Specify) _____	
School Principal Name:	Shaneice Udofia	
School Principal Email Address:	Shaneice.udofia@ops.org	
School Mailing Address:	3775 Curtis Ave. Omaha, NE 68111	
School Phone Number:	531-299-1100	
Additional Authorized Contact Person (Optional):	Marcy Manganaro	
Email of Additional Contact Person:	marcy.manganaro@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>
Tabitha Brown Shaneice Udofia Elijah Simmons Marcy Manganaro Katherine Helwig _____ _____ _____ _____ _____ _____	<u>Parent</u> <u>Administrator</u> Administrator Instructional facilitator Instructional coach _____ _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 364	Average Class Size: 20	Number of Certified Instruction Staff: 26
Race and Ethnicity Percentages		
White: 6.32 %	Hispanic: 20.60 %	Asian: 9.34 %
Black/African American: 56.59 %	American Indian/Alaskan Native: 0.27 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 6.87 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: %	English Learner: 19.27 %	Mobility: 16.20 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	
NSCAS	
ELPA	
Confirm all Instructional Paras are Qualified according to ESSA.	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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>
The school used MAP, NSCAS, ELPA , Behavior and Attendance data to determine the needs of the school. Data can be seen in the Data Book. From these data points, goals were set to create an action plan to address the needs of our students. Professional Development is given throughout the year, based on the action plan. All information is in our CSIP.	
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>
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.	
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
Academically, we chose to focus on both reading and math through modeling an exemplar of lesson tasks, using learning goals and end of lesson tasks that are tied to grade-level standards, and having students work independently to demonstrate mastery of the standards. We are also focusing on boosting small group instruction to differentiate learning for all students, including our EL students. Behaviorally we created a Behavior Flow Chart that each classroom follows to ensure negative behaviors are treated fairly. As for attendance, the attendance committee tracks students' attendance and notifies families when needed. All sections have celebrations to honor those students that have met their goals for academics, behavior and attendance. We also have monthly Student of the Month assemblies to recognize students and classrooms that are showing improvement.	

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>
Students who are identified as needed additional support in both academics and/or behavior are entered into the SAT process. Our Reading Interventionist pulls small groups to give targeted reading instruction to students who are working below grade-level. Our teachers have time for 3 small groups in their daily schedules to provide targeted, small-group instruction to students who are working below grade-level. Our Family Room Facilitator works with students individually or in small groups to teach specific social skills.	

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>
PLC meetings occur bi-weekly. During these meetings the teachers plan high-quality lessons focused on modeling exemplar tasks, providing instruction and tasks that are tied to grade-level standards, and developing	

lessons that will engage students. Student work is also analyzed at these meetings. This analysis provides information about how the lesson was taught, what expectations were given of the teacher, how well the students understood the task, and how successful students were in completing the task at a grade-level proficiency. Members of the leadership team are present to support planning, focus and analysis of the lessons. Bi-weekly Staff Meetings provide professional development based on all-school data in academics, behavior and/or attendance.

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>Belvedere Parents met _____ 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>	
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 Title 1 Office holds an annual meeting inviting parents from all over the district to share in developing the Parent and Family Engagement Policy or Procedure.</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>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 _____. 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>	

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>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. Families are also able attend Kindergarten Registration 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>	
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>
<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. Families are also able attend Kindergarten Round Up Days at their</p>	

home attendance school. Families are given an opportunity to visit with the school principal, learn about the school day and register for school. 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 they go to middle school. A schedule of the dates for registration is included with schools that have scheduled their registration dates. Students also have the opportunity to attend summer programming for incoming KDG, 6th, and 9th grades.

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>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 documention.</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	