

Title I Schoolwide Plan

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

Date of Review:		5/11/2026
District Name:		Bellevue Public Schools
School Name:		Belleaire
County-District-School Number: xx-xxxx-xxx		77-0001-006
Grades Served with Title I-A Funds: <i>(PK is rarely served)</i>		K-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>		Yes
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>		No
Indicate subject area(s) of focus in this Schoolwide Plan.		Reading/Language Arts Math Other (Specify) _ _
School Principal Name:		Nikki Schubauer
School Principal Email Address:		nikole.schubauer@bpsne.net
School Mailing Address:		1200 West Mission Avenue Bellevue, NE 69005
School Phone Number:		402-293-4510
Additional Authorized Contact Person (Optional):		
Email of Additional Contact Person:		
Superintendent Name:		Dr. Jeff Rippe
Superintendent Email Address:		jeff.rippe@bpsne.net

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<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> Crystal Marieio Nikki Schubauer Allison Keller Renee Persinger Dr. Tanishia Jacobs Shannon Brand Lacey Talcott Meghan Younger Nate Kalk McKynzie Dickman Kacie Goodell	<u>Titles of those on Planning Team</u> Parent Administrator Principal Counselor Resource Teacher/MTSS A Coordinator Title I Teacher/MTSS B Coordinator Reading Specialist/TIER 2/3 Coordinator School Psych/STSS Coordinator. Family Fac. 4th Grade Teacher Kindergarten Teacher Lead Teacher
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School Information

(As of the last Friday in September)

Enrollment: 321	Average Class Size: 20	Number of Certified Instruction Staff: 26.95
Race and Ethnicity Percentages		
White: 63 %	Hispanic: 14 %	Asian: 1 %
Black/African American: 17 %	American Indian/Alaskan Native: 4 %	
Native Hawaiian or Other Pacific Islander: 1 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 65% %	English Learner: 7.6 %	Mobility: 12 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	Accadence
NSCAS	SWIS
ELPA2	Attendance
SRSS	
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

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

1. Comprehensive Needs Assessment

1.1 *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.*

Our comprehensive schoolwide plan consists of identified areas of need in our District Accreditation Process and matches up to our District Strategic Plan. We are on ATSI in the area of Free and Reduced Lunch students as well as our Hispanic population. We worked with the a MTSS State team to do a Needs Analysis to help find the root cause. This was very helpful. We saw that there needed to be more individual work with those students targeted in the two subgroups we are listed as ATSI. We allocated our Title I teacher resources for those students. Through our Accreditation process, a comprehensive needs assessment is done when appropriate. Each year at our start of the school year meeting, we sit down and look over data from the previous year and as a school we decide what our school goals will be. During those meetings the goals for the school are talked about, data is looked at to support our next step decisions, and there is a PD component. We look at our data at the end of each month to see how students are progressing. We discuss what is working with students and what isn't. We discuss getting the students in MTSS groups that meet daily to work on areas of need that were determined by either the Fall, Winter or Spring Math MAP data. MAP data is looked at with the grade level team, reading specialist, coach and administration to determine what area the data shows needs the most attention and what students need the most attention. Intervention is based on that and it is fluid based on IRIPS, changing data, etc. Accadance data is used to create intervention groups for reading. 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 at risk behavior with external and internal behaviors. This data is looked at by our SRSS team and interventions are put in place. Edmentum is our Tier 2 intervention for reading and math. Those students who fall below the 20th percentile are required to have 60 minutes each week of math/reading or both. Each month teachers also meet to work on an area of their choosing based on our school goal. This is done at our monthly reading and then math collaborations. We base our building PD on this as well. During each collaboration, leadership team meeting, and PD we discuss best practices and what this data tells us to help drive instruction. The use of the MAP ladder, the Wit and Wisdom Continuum, and using the District approved curriculum helps us meet each individual students' needs. The School Improvement Plan was shared with parents at a PTA meeting to get their feedback. We also focused on and will continue to focus on the fidelity of the pacing guides in both reading and math.

1.2 *Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.*

We are part of the Buffett Early Childhood School as Hub program. We give a Parent Engagement Survey each February to get information from our parents and what idea/guidance they have. As a leadership team we look those results over and that data helps us decide next steps. We also have a PADRES group of families who meet monthly. This is a time of learning and those learning opportunities are based on survey results. We are also a Nebraska Parent Literacy school Parents come in and spend time learning in their child's classroom. Our District also gives a climate survey to our families. We use that data to help tailor our focus in the building. -Supporting Documents- Collaboration Notes, Multiple Data Points, Leadership Team Meeting Notes, MTSS Math Groups, Monroe Myer data from Parent Engagement Survey

1.3 *Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.*

Our comprehensive schoolwide plan consists of identified areas of need in our District Accrediation Process and matches up to our District Strategic Plan. Through our Accrediation process, a comprehensive needs assessment is done when appropriate. Each year at the start of the school year meeting, we sit down and look over data from the previous year and as a school we decide what our school goals will be. During those meeting the goals for the school are talked about, data is

looked at to support our next step decisions, and there is a PD component. We look at our data at the end of each month to see how students are progressing. We discuss what is working with students and what isn't. We discuss getting the students in MTSS groups that meet daily to work on areas of need that were determined by either the Fall, Winter or Spring Math MAP data. MAP data is looked at with the grade level team, reading specialist, coach and administration to determine what area the data shows needs the most attention and what students need the most attention. Intervention is based on that and it is fluid based on IRIPS, changing data, etc. Accadance data is used to create intervention groups for reading. 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 at risk behavior with external and internal behaviors. This data is looked at by our SRSS team and interventions are put in place. Edmentum is our Tier 2 intervention for reading and math. Those students who fall below the 20th percentile are required to have 60 minutes each week of math/reading or both. Each month teachers also meet to work on an area of their choosing based on our school goal. This is done at our monthly reading and then math collaborations. We base our building PD on this as well. During each collaboration, leadership team meeting, and PD we discuss best practices and what this data tells us to help drive instruction. The use of the MAP ladder, GR Continuum, and using the District approved curriculum helps us meet each individual students' needs. The School Improvement Plan was shared with parents at a PTA meeting to get their feedback. Our biggest focus has been The Science of Reading as well as our new Math Curriculum which is matched to the new State Standards as well as our Reading Curriculum Wit and Wisdom. Our teachers will also be participating in Science of Reading training mandated by the State.

2. Schoolwide reform strategies

2.1 *Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.*

The Belleaire staff meets regularly to review data about students' achievement. We meet once a month. All staff are part of one of three groups that are lead by teacher leaders. They are MTSS-A (accademic), MTSS-B (Behavior) and Tier 2/3 (Behavior/Accademics). At these meetings we discuss data such as MAP, State and district data, district essential objectives, SRRS data, SWIS data, Edmentum data, and attendance data. We work with disaggregated data to determine whether we need specific interventions for particular subgroups 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.

Belleaire works with more immediate student needs looking through data at our twice a month grade level meetings. We use this information to determine what we should be doing to support student learning. The discussion is focused on what was learned through observations, and we discuss individual data. We use this information to determine what we should do to support student learning, especially those that are at risk of not meeting academic standards.

Bellevue has supported all of its teachers through implementation of research-based instructional strategies in RLA (Really Great Reading, Wit and Wisdom, Edmentum, Spire). In Math we follow the Imagine Learning series. In the past few years there has been a big focus on the social emotional focus of our students and teachers. We have been trained by Project Harmony, Responsive Classroom, and being a part of the Buffett Early Childhood School As Hub our staff gets additional training and support with things such as 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 intervene when students experience difficulty. We offer individual and small group support through the MTSS and STSS process. We offer a variety of summer school offerings, after school intervention groups, and daily MTSS/intervention to assist students as well. We also use Check In Check out, SAIG (Social Emotional Groups) as Tier 2 Interventions and based on PBIS.

-Supporting Documents- Intervention Schedules, After School Intervention, Master Schedule w/MTSS times built in, Morning Meetings, PD Plan, STSS Team (SAT) Procedures, SRSS (Social Emotional Screener), Summer School, Edmentum data, Attendance data and attendance plans, CICO data and SAIG data.

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.*

Bellevue offers extensive ongoing staff development to all of its teachers. 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. Nationally recognized speakers make repeated visits to the district to train all staff. The Belleaire staff also attend PD for All sponsored by the Buffett Early Childhood Institute. We also use a “train the trainer” model to implement and sustain long-term growth. Our staff will also be trained by a State approved Science of Reading program.

Buildings have some leeway in determining when staff members need to attend out of district workshops and conferences. These offerings complement the in-district offerings by focusing on particular instructional areas and the unique needs of teachers who work in special capacities, such as special education, EL, Instructional Coach, etc. We also work with the Buffett Early Childhood Institute, who works closely with Belleaire staff providing professional development throughout the year on various topics (self-regulation, relationship building, executive function, Responsive Classroom). Twice a month we have Teacher Collaboration. There is Professional Development embedded in each Collaboration, staff meeting, and PD days.

-Supporting Documents- Buffett PD for All, Collaboration Notes/Attendance, Belleaire PD Plan, PD Powerpoint Example, Mentee/Mentor Training

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>
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Teachers, Parents, and students annually review at a PTA meeting the current compact and discuss any revisions needed. This meeting was held on May 7. During the meeting we look 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 is 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 binder of all of the compacts is kept in the office. During P/T Conferences they are reviewed.

-Supporting Documents- Class Dojo Notification of required Title I notifications, School Wide Learning Compact Notification, Title I Meeting Agenda, Sign In sheet for the School-Parent Compact Review, Parent School Learning Compact

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>
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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 teacher and parents, regulations and procedures to ensure appropriate parental involvement in educational practices. The parent involvement policy is reviewed annually at the PTA meeting (May 2025). 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 Dojo Message.

-Supporting Documents- Annual Belleaire Parent Dojo Message, Belleaire Parent Involvement Policy, Annual Title I Meeting, Review and Vote

4.3 *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.*

This was held on May 7, 2026 during our PTA meeting. An agenda and meeting minutes were kept. -Supporting Documents- PTA Agenda/Minutes and Title I Meeting Agenda/Minutes

5. Transition Plan

5.1 *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).*

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 interpreter 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 records, enrollment without a firm address, etc. New students are welcomed by office staff, teachers, the counselor, and the principal. Our Family Faciliator has activities during the summer for incoming kindergarten students and families to help begin a feeling of belonging and create a network for parents and students.

-Supporting Documents: Bellevue Public School Registration Materials, Belleaire New Student Welcome plan

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).*

Bellevue offers a wide range of early childhood experiences for our community. These include: Partners with Parents, Buffett Early Childhood Institute. We have two additional staff members who are the Home Visitor and Family Facilitator. They specifically work on the transition from Birth to 3 and Preschool to Grade 3. Other resources include the Early Childhood Center, the Early Childhood program, as well as Padres (which is a group of our EL families that meet monthly).

We transition Kindergarteners in a variety of ways. Formal transition meetings are held for students who have been served by Early Childhood Special Education. Less formal meetings are held between meetings (and sometimes with parents) for children who have been in Head Start, and Title I preschool. All students and parents are invited to Kindergarten registration which is held in February. Families have a chance to meet the teachers, visit the room, and engage in activities. We also have Getting To Know You Conferences at the beginning of each year where parents/students meet with the teachers and have a 15 minute conference. Children are invited to participate in summer school pre-kindergarten.

The transition between grades at Belleaire is assisted by teacher to teacher communication. Each K-5 teacher

fills out a summary of information about each child. These summaries are use by the principal and leader teacher to balance students' needs across the classrooms. Those summaries are given to the next year's teacher before the beginning of the new school year. STSS leaders meet with teachers and discuss individual students involved in the STSS process to ensure a seamless transition. Support staff members (reading teacher, Title I teachers, counselor, Family Facilitator, SPED teacher, etc.) meet informally with teachers before the school year begins, so that classroom teachers are ready to respond to the needs of their students. The Getting To Know You Conferences that are held before school for each grade level help start a positive relationship between teacher, student, and parent. It also gives a dedicated time for all three stakeholders to meet and get information that will help start the year off well. During the last week of school Bellearie holds a "Move On Up" day where each grade level goes and meets/talks with the teachers in the grade level they will be in next year.

A District committee has worked for the past three years to create the transition from elementary school to middle school. They have made a variety of recommendations to smooth the path from 6th to 7th grade. One day in the Spring semester the 6th graders go visit their middle school they will attend. The Middle Schools also have a parent/student orientation. The current 6th graders have the opportunity to attend summer school at the Middle School they will be attending next year.

-Supporting Documents- Grade Level Student Info sheet, Kindergarten Round-Up Documents, schedule, powerpoint, sign-in sheet, roundup and registration schedule, Getting To Know You Information Sheet, Early Childhood SPED into Kindergarten Transition Plan, Transition from Elementary to Middle School Visit, Criteria for math placement from elementary to 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>
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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 on MAP/NSCAS. Students who need more opportunities during the school day, beyond the school day or regular school year include summer school, SPIRE, Really Great Reading Math After School Intervention, MTSS Intervention time each day of school, and daily Responsive Classroom Social Emotional focus three times a day.

-Supporting Documents- Master Schedule with Intervention times marked, Social Emotional Daily Focus time marked on Master Schedule, MTSS Math Intervention on schedule, Reading Intervention teachers schedules, Math after school parent information letter, MATH attendees, MTSS groups, Edmentum students and minutes, CICO data and well as SAIG groups.

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>
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Template updated June 2024

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