Title I Schoolwide Plan 2026-27

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:	Westside Community Schools
County Dist. No.:	28-0066
School Name:	Westbrook
County District School Number:	28-0066-023
Building Grade Span Served with Title I-A Funds:	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) Positive Behavior Intervention Systems
School Principal Name:	Brian Stevens
School Principal Email Address:	stevens.brian@westside66.net
School Mailing Address:	1312 Robertson Drive Omaha, NE 68114
School Phone Number:	(402) 390-6490
Additional Authorized Contact Person (Optional):	Diana Williams
Email of Additional Contact Person:	williams.diana@westside66.net
Superintendent Name:	Dr. Mike Lucas
Superintendent Email Address:	lucas.mike@westside66.net
Confirm all Instructional Paras are Highly Qualified according to ESSA.	☒ Yes ☐ No

The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	☒ Yes ☐ No

Names of Planning Team *(include staff, parents & at least one student if Secondary School)*	Titles of those on Planning Team
Brian Stevens	Administrator
Diana Williams	Asst. Admin
Jamie Dolan	Instructional Coach
Emily Nielsen	Teacher
Reyna Olvera	Counselor
Sarah Roznieck	Psychologist
Camille Akers	Teacher
James Meyers	Teacher
Renae Stirba	Teacher
Shauna Nemetz	Teacher
Susanne Janovec	Parent
Allie Penke	Parent
	Parent

School Information

(As of the last Friday in September)

Enrollment: 389	Average Class Size: 19	Number of Certified Instruction Staff: 51

Race and Ethnicity Percentages

White: 39 %	Hispanic: 20 %	Asian: 4 %
Black/African American: 23 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 13 %	

Other Demographics Percentages *(may be found on NEP* https://nep.education.ne.gov/*)*

Poverty: 65 %	English Learner: 17 %	Mobility: 20 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS - ELA	**SAEBRS**
NSCAS - Math	**Fastbridge Reading & Math**
NSCAS - Science	
MAP - Reading and Math	

Date Reviewed: 09/30/26

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	*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.*

Staff at Westbrook Elementary use multiple sources of data to measure student achievement. Assessments include:

- NSCAS - English Language Arts (ELA), Math, and Science (administered in grades 3-6, Science in 5th only)
- Measures of Academic Progress (MAP) norm-referenced test - ELA and Math (administered in grades 3-6)
- FastBridge Assessments - administered to screen reading, math, and social/emotional/behavioral skills in the Fall, Winter, and Spring for grades K-6

At Westbrook Elementary, teachers are an integral part of data analysis teams and making decisions to improve student achievement based on assessment data. Grade level teachers meet weekly as a Professional Learning Community (PLC) to analyze classroom data and make decisions about daily instruction. Teachers in all grade levels also use formative checks built into curriculum materials to inform instruction and assess student achievement in each academic area. In addition, K-2 teachers use data from weekly phonic and phonemic awareness quick check assessments.

We also have a larger team that meets every 4-6 weeks to analyze MAP, screening, and/or progress monitoring data in the areas of reading, math, and social/emotional/behavioral skills through the MTSS (Multi-tiered systems of supports) process. This team consists of school administration, classroom teachers, special education teachers, reading coordinators, school psychologist, and English language teachers. This team determines next steps for core instruction and students needing additional support. Teachers complete the MTSS form prior to the meetings so that data is analyzed ahead of the meetings and ready for discussion.

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.*

Information from families and the community is primarily gathered through participation in community club meetings and a family survey.

The community club is our parent organization that plans events for students and staff. This group meets once a month with the Westbrook administration to discuss activities going on at school and have conversations about ways in which to better engage our families and the community. Classroom teachers also send home a brochure that states school, student, and family responsibilities which aim to ensure student success. In addition, there is an annual Title I meeting which informs our families about goals at Westbrook and action steps for achieving those goals. Family members are invited to provide input on the goals and action steps.

Working with the Buffett Early Childhood Institute, we have utilized a family engagement survey which our families fill out to measure how accessible our staff is to families and how well Westbrook is doing engaging families. All families are invited to participate in the survey and technology is provided at conferences.

Westbrook also has a Design Advisory Committee that incorporates the input of parents and staff for upcoming repairs and upgrades to our building.

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.*

Westbrook Elementary School's Continuous Improvement Plan uses a strategic planning method for establishing goals and monitoring progress toward these goals. At Westbrook, members of our Leadership team work to develop ideas with their teams for improvement and development toward the following goals:

- All students will learn in an environment where adults know their students and focus on the work that best promotes their learning. Students are encouraged to excel academically, challenged to think, and valued as individuals with diverse needs.
- All staff members will learn and grow in a culture where everyone belongs.

Westbrook's outcome focus includes the following additional goals:

- Increase student proficiency in Math
- Increase student proficiency in English Language Arts
- A goal of 85% of students having typical or aggressive growth on the FastBridge assessments

At Westbrook, we have an instructional coach who supports teachers and meets weekly with grade level teams in a PLC meeting. During these meetings, grade levels discuss data and make improvements where needed. The instructional coach also meets with the administrative team once per week to plan effective professional learning that connects to what PLC teams are talking about.

We worked with teachers on changing the mindset of adults and creating more efficacy in student abilities. We did work that connected to having a growth mindset, eliminating deficit thinking, research done by John Hattie, and The Opportunity Myth.

Westbrook also had targeted professional learning around improving reading instruction. This learning was led by our CIP team, especially from our Instructional Coach and Reading Coordinators. Teachers learned about encoding skills, teaching multisyllabic words, how to increase time in text in the classroom, and more.

Additionally, Westbrook's Continuous Improvement plan includes steps to work toward increasing parent involvement and supporting parents with learning more about our curriculum. As a result, we have implemented more school engagement activities, both at school and at home. We also started a One School, One Book Initiative.

To increase student and staff belonging and encourage positive behavior, our team has incorporated different strategies. We have monthly Wildcat of the month celebrations, 3 staff members of the month, weekly positive office referrals, WOW cards for demonstrating safe, respectful, & responsible behavior, student council group, student contributions across grade levels, monthly classified staff meetings, cross-age buddies, class parties, and more.

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. Provide supporting documentation in the corresponding folder.*

Certified staff members at Westbrook are continuously analyzing student data to identify students needing additional support in academic areas:

- Grade level teams meet weekly to analyze classroom and other data, including office referrals and behavior plans
- MTSS processes in place to examine progress monitoring data in the areas of reading, math, and social/emotional/behavioral every 4-6 weeks and at least 3 times per school year

Staff also analyze academic and behavioral data at Fall, Winter, and Spring screening meetings and data review meetings every 4-6 weeks. Teams determine the effectiveness of core instruction and the need for additional individual interventions at these meetings. Students who are identified for intervention are monitored weekly or bi-weekly to keep track of progress.

Westbrook utilizes a Multi-tiered System of Supports (MTSS) model to address the academic and social/emotional/behavioral needs of all students in our school. Several different types of assessments are used to screen all students' reading, math, and behavior skills three times per year. Screening data is used to identify students for additional intervention using criteria set forth by Westside Community Schools.

Westbrook employs two reading coordinators, an academic interventionist, and various educational assistants to support the reading and math needs of our students. These staff members have been trained in evidence-based strategies and interventions to provide support to students identified in the areas of reading and math. The school-based team uses data from screeners, along with an intervention matrix to ensure that interventions selected and implemented are evidence based and match the student's area of need. This team meets every 4-6 weeks to review data and determine the effectiveness of core curriculum and make necessary adjustments to individual student interventions. In addition, grade level teachers utilize weekly PLCs to examine classroom assessments, analyze results, and plan how to provide additional assistance to students using evidence-based strategies.

Westbrook Elementary and Westside Community Schools partners with Children's Behavioral Health and OneWorld Health Center to allow for easier access to mental health professionals and risk assessments as needed. The staff at Westbrook were recently provided with an opportunity to participate in a book study about trauma and its effect on the mind and body. In addition, Westside Community Schools adopted the Second Step Social Emotional Learning (SEL) curriculum for students in grades K-8 during the 2019-2020 school year. Westside has also worked to create common language and practices to promote positive student behaviors in grades K-12. At Westbrook, SEL is as important as other core subject areas. Teachers spend time teaching behavioral expectations and social skills daily, as well as a weekly SEL lesson from Second Step. Three times a year, teachers complete a social emotional universal screening tool (SAEBRS - Social, Academic, Emotional, Behavior Rating Scale) which identifies students who might be considered at-risk in these areas. Our behavior support team meets at least one time per month to analyze student data and/or identify interventions to match student needs in these areas. Westbrook also has a structure in place for classroom teachers and our instructional coach to support each other in promoting positive and expected behaviors within the classroom and around the school.

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.*

We set aside time on Wednesday afternoons and throughout the year on district-wide professional learning days to engage in professional learning. Professional learning topics are related to our continuous improvement plan and goals established as a building. Our professional learning days involve learning more deeply about teaching strategies in reading, encoding, and foundational skills. We also continue to do work with The Opportunity Myth and Effect Sizes from John Hattie.

In addition, common teacher plan time is utilized on a weekly basis to engage in professional conversations around student performance and achievement and includes collaboration between Classroom Teachers, Instructional Coach, and Special Education Teachers. The topics of these conversations are related to curriculum, instruction, assessment, social emotional learning, and behavior.

This year, we will have a coach from The 95 Percent Group in the building for six full days. 95 Percent is the Foundation Skills curriculum adopted by Westside Community Schools. This coaching allows all of our staff to have a round of planning, observation, and reflection with a member of the curriculum's publisher. In addition, Westbrook's Instructional Coach will be able to attend these meetings to be able to provide ongoing learning after the six days.

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.*

The School-Parent Compact is distributed to families in October. Every teacher shares the compact with families and it is also shared in a fall Newsletter. Families and teachers sign the compact. In addition, the Compact is reviewed annually during the Title I Family Presentation at one of our Community Club meetings and during Westbrook leadership meetings. Input from families is taken into consideration for the upcoming school year.

Westbrook staff members maintain regular contact with families through conferences, phone calls, emails, newsletters, and other communication methods. Formal parent-teacher conferences are conducted twice each year, with additional conferences scheduled as needed to discuss student progress, review academic and behavioral data, and collaboratively identify strategies to support student success. When language barriers exist, translation and interpretation services are provided through the district to ensure all families have meaningful access to information and opportunities to participate in their child's education.

The school social worker maintains regular communication with families throughout the year to help ensure that students' basic needs are met and to assist families in accessing community resources and support services. The social worker also collaborates with families to address transportation challenges and other barriers that may impact student attendance and success.

Through these ongoing communication efforts and engagement opportunities, Westbrook fosters strong partnerships with families and creates a collaborative environment focused on supporting the academic, social, and emotional growth of every student.

4.2	*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.*

Families are involved in the development of the Title I parent and family engagement policy through our Community Club. During the Spring, Westbrook administration shares the policy and plan with families to gain input.

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. Provide supporting documentation in the corresponding folder.*

The Title 1 parent meeting is held every Spring before a Community Club meeting. This year there were 12 parents in attendance, representing 6 families. Parents were attentive and asked questions regarding the plan. There was a lot of interest in understanding what the Title funds are used for and how it impacts students. There was also curiosity around the additional funds being available annually or if they expire at some point. Parents in attendance did not have much to add to the compact or parent engagement policy.

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).*

At Westbrook, an informational meeting is held for incoming Kindergarteners and their families. These meetings include a tour of the school, curriculum exploration, and information about a typical day in kindergarten. For incoming students who receive special education services, there are additional transition meetings for specific students which include Special Education staff (including service providers) and Classroom Teachers from both preschool and Westbrook. The purpose of these meetings is to get to know the students and their families, as well as plan for effective transition. Kindergarten "Round Up" at Westbrook happens during the first four days of kindergarten in the Fall. Half of the incoming students come on the first two days, and the second half come on days three and four. This allows for all students to be able to learn the routines of kindergarten in a smaller group and for teachers to have more individual time getting to know students.

For students who enroll in a different grade than Kindergarten, we first connect with the previous school to discover information related to academics, behaviors, social needs, etc. We then call the family to set up a start date and offer a tour of the building. Students and families then get to meet the Principal on their first day, which enables another opportunity to answer any final questions and meet the teacher before the day begins. Students are then assigned a student ambassador who assists them throughout the day fielding any questions, sharing information about routines, and just making them feel welcome in the building. New students also take part in academic assessment to determine the need for additional support at Westbrook.

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).*

As students are getting ready to transition to Westside Middle School, the team at Westbrook works closely with the staff there to ensure a smooth transition with success. Families of sixth grade students are first invited to an information night at the middle school where they can learn more about the typical day for their upcoming middle schooler. In addition, our sixth grade students attend a half day event called "Warrior Walkabout" during a school day in the Spring to experience life as a middle schooler. Having the event during the school day allows the opportunity for all students to participate. Additionally, sixth-grade students who receive special education services attend an additional transition day with their current IEP managers to meet staff who will be supporting them at WMS in meeting their IEP needs. Families of students with an IEP are also invited to attend an additional informational night at the Middle School.

Each Spring, Westbrook's sixth grade classroom teachers, the administration team, and special education team also meet with the team at the middle school to discuss the needs of each student. This meeting is when placements, accommodations, separations, and specific needs are discussed.

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 school day is extended at Westbrook by providing opportunities for students to learn after school as well as during the summer. Westbrook has two certified staff members who lead an after school homework club which targets students in Special Education that need extra support getting homework completed. In addition, we have other clubs that focus on extracurricular activities - Girls on the Run, Art Club, Musical, NSCAS Prep Club, and Choir Club. Summer school is also offered for targeted students that is taught by certified teachers with a focus on retention of reading and math skills.

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1	*Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)*

Our district does not consolidate funds. The district instead chooses to coordinate and integrate local/state general funds, federal funds (ESSA funds, National School Lunch funds) in order to meet student needs and support student achievement.