Title I Schoolwide Plan

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

The New Title I Schoolwide Plan is due to the NDE Federal Programs office by April 1st

District Name:	Westside Community Schools
School Name:	Westgate Elementary
County-District-School Number: xx-xxxx-xxx	28-0066
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:	Belinda Westfall
School Principal Email Address:	Westfall.belinda@westside66.net
School Mailing Address:	7802 Hascall Street Omaha NE 68124
School Phone Number:	402-390-6495
Additional Authorized Contact Person (Optional):	Kendal Runde
Email of Additional Contact Person:	Runde.kendal@westside66.net
Superintendent Name:	Mike Lucas
Superintendent Email Address:	Lucas.mike@westside66.net

Names of Planning Team *(include staff, **parents** & at least **one student if Secondary School**)*	Titles of those on Planning Team
Jourdan Lidonde	Parent
Belinda Westfall	Principal
Kendal Runde	Assistant Principal
Alissa Clowe	School Psychologist
Abby Lynch	School Counselor
Elizabeth Lehman	Special Education Facilitator
Sylar Allen	Team Leader & Teacher
Stacey Schnauber	Team Leader & Teacher
Andrea Gentile	Team Leader & Teacher
Sandra Morrow	Reading Coordinator
Molly Ottens	Instructional Coach

School Information

(As of the last Friday in September)

Enrollment: 289	Average Class Size: 21	Number of Certified Instruction Staff: 23

Race and Ethnicity Percentages

White: 49%	Hispanic: 19%	Asian: 1%
Black/African American: 20%	American Indian/Alaskan Native: <1%	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 10%	

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

Poverty: 90% (*NEP)	English Learner: 11% (*NEP)	Mobility: 9% (*NEP)

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	48%
MAP Growth	54%
Fastbridge	61%

Confirm all Instructional Paras are Qualified according to ESSA.	☒ Yes ☐ No

Date Reviewed: 10/11/26

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	*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.*

Building staff compiled, reviewed, and analyzed data for ongoing trends over multiple years from the Nebraska State Reading and Math assessments administered in grades 3-6 and from Measures of Academic Progress(MAP) Testing in Reading and Math in grades 3-6. Demographic data used for disaggregation included reduced mean eligibility, verified disabilities, non-resident and mobility. The MTSS team also examines data from Fastbridge benchmarking assessments in reading and math. Additionally, team members analyzed our SAEBERS data in fall and winter to determine students who were “at risk” or “some risk.” Intervention plans were developed for those students within team meetings and consistently checked in every six weeks in our tier 2 and tier 3 meetings.

Westgate’s Leadership team frequently analyzed the data for students who were high risk, and low risk. Specific grade level cohorts were identified based on fall and winter benchmarking scores and specific grade level plants were developed to intensity intervention and ensure fidelity of the core. Flex grouping of students is another common practice at Westgate, as classroom teachers use scores to create instructional groups for math units.

During our quarterly MTSSS meetings, staff members collaborated and developed grade-level specific action plans in both reading and math. These instructional actions were created with the support of the Instructional Coach, Reading Coordinators, and Administration. Instructional action plans were reviewed regularly during ongoing PLC’s and formal building meetings. In addition, building administration have utilized these action plans to determine professional development needs for staff members.

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

Periodically Westside Community Schools conducts a climate/belonging survey. The results of this survey are disaggregated and used by the building staff to identify parent and community needs. The Westgate Community Club also convenes monthly to provide feedback to administration. During these meetings family engagement nights are topics of discussion where parents provide input on what went well at the events and areas for potential improvement. Westside Community Schools worked in collaboration with Hanover Research to conduct a student assessment that included information about strengths, needs, and opinions. Results from the student belonging survey guide the word done by our leadership team. The goal is to provide belonging for all. Building wide monthly assemblies also connect these strategies of hope and motivation.

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

To drive continuous school improvement with an academic emphasis on reading achievement, the Westgate leadership team and Continuous Improvement Plan (CIP) team engage in ongoing, collaborative data analysis. The team systematically evaluates multiple data points including Nebraska Student-Centered Assessment System (NSCAS) math and reading results, classroom assessments, FastBridge benchmarking data, reading inventories, and administrative walkthroughs—to identify needs and establish actionable steps for our Title I plan.

A central priority of our improvement efforts is elevating the quality and consistency of Tier 1 CORE instruction. To achieve this, Westgate focuses heavily on teacher clarity ensuring learning goals and instructional expectations are transparent and accessible for all students and maintaining total instructional alignment across standards, assessments, and daily classroom delivery.

A central priority of our improvement efforts is elevating the quality and consistency of Tier 1 CORE instruction through teacher clarity and total instructional alignment. To achieve this, grade-level teachers, special education staff, and resource teachers participate in biweekly collaborative planning meetings led by the instructional coach and principal. During these sessions, teams engage in backwards design to establish absolute clarity on what students must know and be able to do. This collaborative process ensures instruction is tightly aligned to standards and equips teachers to make learning targets, success criteria, and expectations explicit and accessible for all students.

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.*

To ensure research-based strategies directly support high-quality Tier 1 instruction and multi-tiered support systems, Westgate employs specialized personnel and structured data practices. Two reading coordinators work directly with students to provide targeted reading support, while an instructional coach partners with staff to enhance teaching practices and accelerate student learning. Additionally, grade-level teams collaborate during Professional Learning Communities (PLCs) to analyze assessment data, review student performance, and plan essential follow-up CORE instruction and interventions.

To monitor and adjust support across tiers, the Westgate MTSS team meets regularly to analyze progress monitoring data for students receiving intervention. This team evaluates intervention effectiveness, adjusts programming as needed, and holistically considers behavioral data and attendance trends.

Westgate also maintains a robust framework for supporting positive student behavior. Three times a year, teachers complete a universal screening tool to identify students at risk for internalizing or externalizing behaviors. The MTSS-B team uses these results to match students with targeted behavioral interventions. Throughout the building, educators utilize proactive behavior strategies—including the implementation of BIST (Behavior Intervention Support Team) practices—to foster a supportive, well-managed learning environment.

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.*

During the summer of 2026, the Westgate leadership team met to review and prioritize building CIP goals and professional learning needs for all staff. Professional development at Westgate is systematically structured to enhance both academic instruction and behavioral frameworks across all tiers of support.

Building professional learning heavily emphasizes refining Tier 1 CORE instruction through targeted professional development on **teacher clarity** and the effective implementation of **foundational reading skills**. Staff engage in

learning focused on establishing clear learning targets, ensuring total alignment across standards, assessments, and daily instruction.

In tandem with academic development, professional learning focuses on strengthening our multi-tiered behavioral framework (MTSS-B). Building professional learning includes a strong focus on recalibrating practices with **BIST (Behavior Intervention Support Team)** strategies in collaboration with our social-emotional teaching. Professional development equips staff with skills-based coaching techniques and emphasizes maintaining a **4:1 ratio of positive-to-corrective feedback** across all learning environments to promote a proactive, supportive classroom climate.

New certified staff are provided with an extensive support system through the Westside Way three year training. Throughout the staff member's first three years, they receive comprehensive mentoring and professional development designed to solidify foundational instructional practices, data literacy, and classroom management strategies.

Throughout the school year, the district hosts Educational Assistant Conferences to provide multiple training opportunities to all district paraprofessionals. Example topics from the conference include assistive technology, correcting problem behaviors, supporting literacy, and first aid. Educational Assistants provide feedback about what they learned at this conference and what topics should be provided at future conferences.

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.*

At Westgate, strong family engagement and transparent communication are vital components of our continuous improvement process. The Westgate Community Club collaborates directly with building leadership during monthly meetings to serve as a key bridge between families and the school. As part of this ongoing partnership, the School-Parent Compact is jointly reviewed on an annual basis and revised as needed to reflect our schoolwide academic goals, positive behavior expectations, and shared commitments to student success.

To ensure equitable access and high engagement, the completed compacts are distributed electronically and signed digitally by families at the beginning of each school year. Westgate maintains consistent, multi-channel communication to keep parents informed and involved throughout the year. Information is shared using a variety of digital platforms, including weekly school newsletters, website updates, ClassDojo messaging and social media channels (Facebook) and SMore, which can be translated into multiple languages, improving parent accessibility.

This comprehensive communication framework fosters strong home-school connections and actively drives family participation in key schoolwide events, including Open House, the homecoming parade, the annual school carnival, and Parent-Teacher Conferences.

4.2	*Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.*

Each year the principal attends a community club meeting and shares information about the Title I program. The building parent involvement policy is reviewed and revised as needed.

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.*

The annual title I parent meeting was held on August 11, 2026 at Westgate Elementary to inform parents of Westgate's participation in Title I. Ongoing activities provide opportunities for parent involvement which

include community events such as the Westgate art showcase night, and paint and pancakes family night. School events for parents include classroom parties and field trips. Parent communication is a piece of the daily student planner going home and parent signature requirement. Frequent family conferences are held to assess student needs with families and translation is provided by the district as needed. District language interpreters are utilized when needed and practicable to engage families who speak languages other than English, to support their participation in school events and the Title I parent meetings.

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).*

Westgate Elementary provides a comprehensive transition plan to welcome incoming kindergarten students and their families, ensuring a smooth integration into the school community prior to the start of the academic year:

- Kindergarten Parent Information Meeting: In the spring, Westgate hosts an orientation night to introduce prospective families to the kindergarten curriculum, daily routines, and school expectations. Parents have the opportunity to tour classrooms, connect with teachers and administrative staff, and ask questions.
- Special Education Transition Meetings: Prior to the start of the school year, early childhood IEP teams coordinate directly with Westgate leadership, elementary special education staff, and parents for any incoming student qualifying for special education services. These collaborative transition meetings ensure individual student needs, accommodations, and service plans are fully aligned before day one.
- Summer Communication & Staggered Entry: Families receive a targeted summer newsletter outlining key start-of-year procedures and expectations. To facilitate a comfortable acclimation to school routines, Westgate utilizes a staggered start schedule where incoming kindergarteners attend in smaller groups for the first two days before all students join together on the fifth day of the school year.

To support smooth grade-to-grade transitions and alleviate student anxiety around upcoming academic expectations, Westgate hosts an annual Transition Day each May. During this dedicated 20-minute experience, students visit the next grade-level classrooms to interact with future teachers, explore classroom environments, and gain an introductory overview of key academic concepts and expectations for the upcoming school year. This proactive experience helps foster student confidence, promotes social-emotional readiness, and ensures vertical continuity across grade levels.

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).*

Westside Middle School collaborates closely with district elementary schools to facilitate a seamless transition for incoming sixth-grade students. Key transition supports and events include:

- **Family Orientation Nights:** Held in February and March, these evening events include a complimentary dinner and targeted breakout sessions. Families learn about registration, course offerings, extracurricular activities, grading policies, special education supports, and student life-skill development.
- **Districtwide "Warrior Walkabout":** Sixth graders from across the district gather to explore their new middle school environment. Mixed-school grouping allows students to build new friendships before the school year begins.

- **Summer Jumpstart Camp:** An optional summer program designed to help students navigate the facility, acclimate to middle school routines, and build confidence.
- **Targeted Special Education Supports:** Special education case managers coordinate directly with middle school staff to plan individualized transition activities and extra campus visits as appropriate.
- **Counselor & Staff Collaboration:** Middle school counselors visit each elementary building to address student questions directly. Additionally, middle school counselors and leadership hold dedicated articulation meetings to review student academic, behavioral, and social-emotional needs to ensure continuous support.

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.*

Westgate provides multiple structured opportunities to extend and enrich learning for all students, both within and beyond the regular instructional day.

- **Extended Instructional Master Schedule:** Westside Community Schools implemented a strategic master schedule that protects dedicated time for interventions and enrichment to co-exist within the classroom. This framework includes an expanded reading block that allows teachers to deliver small-group, differentiated reading instruction tailored to students' instructional levels. Groups needing additional support meet with teachers 3-5 times weekly, with the frequency of instruction adjusted based on student need.
- **After-School "Learning League":** To extend learning beyond the school day, Westgate offers a targeted after-school "Learning League" for students approaching end-of-year ELA benchmarks. This program provides focused instruction and extended practice opportunities designed to help students master grade-level standards and reach proficiency.
- **Family Engagement Nights:** Westgate hosts two family engagement nights during the school year to bridge classroom learning and home support. These events invite families to participate in hands-on, extended learning activities across core subject areas, including reading, math, science, and art.
- **Summer Learning Opportunities:** Every summer, Westgate partners with a neighboring Title I school to offer a comprehensive 4-week summer program focused on reading, writing, and math. Taught by certified educators, the program provides high-quality academic instruction along with breakfast and lunch for participating students.

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). *(If you choose not to consolidate, N/A is acceptable.)*

Our district chooses to coordinate and integrate local/state general funds, federal funds (ESSA funds, National School Lunch funds) in order to meet our student needs and support student achievement.