# Title I Schoolwide Plan

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

<table>
<thead>
<tr>
<th>District Name:</th>
<th>Lincoln Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Dist. No.:</td>
<td>55-0001</td>
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<tr>
<td>School Name:</td>
<td>Belmont Elementary School</td>
</tr>
<tr>
<td>County District School Number:</td>
<td>55-0001-005</td>
</tr>
<tr>
<td>School Grade span:</td>
<td>K-5</td>
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</tbody>
</table>

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) Social/Emotional, Science

School Principal Name: Kim Rosenthal

School Principal Email Address: krosent@lps.org

School Mailing Address: 3425 N 14th St., Lincoln, NE 68521

School Phone Number: 402-436-1124

Additional Authorized Contact Person (Optional): Amy Dixon

Email of Additional Contact Person:

Superintendent Name: Steve Joel

Superintendent Email Address: sjoe@lps.org

Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.

- ☒ Yes
- ☐ No
Names of Planning Team
(include staff, parents & at least one student if Secondary School)

Jenny Turechek
Kim Rosenthal
Megan Dufek
Tina Sweeney
Kelsey Gydesen
Leah Stepanek
Heidi Smutny
Jaci Tictner
Jessia Jilg
Aylssa Carlin
Stacie Murphey
Sue Sattler
Jullie Henning

Titles of those on Planning Team

Parent Administrator
SIP Co-Chair
5th Grade
4th Grade
3rd Grade
1st Grade
Kdg
Intervention
ELL
2nd Grade
Preschool
Special Edcuation

School Information
(As of the last Friday in September)

| Enrollment: | 729 | Average Class Size: | 21.4 | Number of Certified Instruction Staff: | 51.5 |

Race and Ethnicity Percentages

| White: 51.7% | Hispanic: 23.6% | Asian: 2.7% |
| Black/African American: 11.8% | American Indian/Alaskan Native: .4% |
| Native Hawaiian or Other Pacific Islander: .1% | Two or More Races: 9.6% |

Other Demographics Percentages

| Poverty: 82.6% | English Learner: 21.9% | Mobility: 20.2% |

Assessments used in the Comprehensive Needs Assessment
(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

| NSCAS | District Reading/Math Assessments |
| Report Card Data | |
| MAP | |
| ELPA21 | |
Please write a narrative in each box below to correspond to the Rating Rubric. Place documentation in corresponding folder on flash drive 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 instruction. Provide supporting documentation in the corresponding folder. |

A number of tools are included in comprehensive needs assessment of student academic achievement, including the following broad assessments. In addition to these, attendance, behavior data, perception survey results, course enrollment data, and demographic data are other data sources that help inform our analysis and plan.

In Kindergarten and first grade, students are given quarterly assessments over content taught in the quarter and the development of the Foundational Skills. In grades 2-6, students take a District Common Assessment (DCA) that is criterion-referenced at the end of each unit of instruction that measures if students are able to apply the comprehension, vocabulary and grammar skills learned during the unit as well as their ability to write analytically about their reading through a text dependent analysis question. The unit assessments also help prepare students for the types of questions they may see on the state reading assessment and provide teachers and students with information throughout the year about whether students are on track to meet the state requirements.

In all grades in Math, common unit assessments are used throughout the year as an important way to determine students’ understanding of content. These are an important part of each student’s grade and, as such, are an important component of data reviewed by teachers to determine the additional support needs of individual students.

In Science (3-5), DCAs are also used for grading, to prepare students for the types of questions they may see on the state science assessment (NSCAS Science), and to provide teachers, PLCs, and students with information throughout the year about whether students are on track to meet the state requirements. All LPS schools administer the Measures of Academic Progress (MAP) norm-referenced standardized achievement test at least twice each year. Students participate in MAP testing in all grades 3-5. All LPS schools participate in the statewide administration of the NSCAS ELA (Nebraska Student-Centered Assessment System-English Language Arts), NSCAS Math (Nebraska Student-Centered Assessment System-Mathematics), in grades 3-5 and NSCAS Science (Nebraska Student-Centered Assessment System-Science) in grade 5.

All students in grades K-12 in Nebraska who are eligible to receive ELL services participate in the English Language Proficiency Assessment for the 21st Century (ELPA21). It consists of online tests of reading, writing, speaking, and listening skills. There is a paper written section for students in Kindergarten and first grade. Students’ scores are used for state and federal reporting and in decisions about continuation of ELL services. The analysis of multiple assessment tools is an ongoing process that requires both the schoolwide Continuous School Improvement Process (CSIP) Team to look at the building perspective, and smaller teams of teachers to analyze data on individual students and small groups. These smaller teams of teachers are organized by grade or curricular area and use the Professional Learning Communities (PLC) structure to track and interpret students’ current achievement of learning objectives and goals.
LPS conducts a day-long professional development session for CSIP Teams each June, allowing these groups to meet and analyze both last year’s goals compared to the comprehensive need data available, as well as their data analysis process, so that they can develop a plan for the upcoming school year. Our CSIP Team uses this day well, followed by an additional summer day at school to further analyze data for the next school year, including data that has been disaggregated by subgroups. Ongoing analysis throughout the year allows the CSIP Team to make adjustments to strategies as needed. CSIP plans are also shared with the district’s Director of Continuous School Improvement for observation and guidance, with updates given in Google Docs throughout the year. Each school must also meet with district administrators in the fall for instructional conferences, where data is shared and guidance offered on strategies for the remainder of the school year.

PLCs also work collaboratively in order to maximize instructional time and support student achievement. Using multiple measures and analysis of data, grade level teams of teachers and specialists meet monthly to make instructional decisions, plan interventions, identify at-risk students, and share research so that each student’s needs are met.

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.

Belmont participates in a district-wide Student Perception Survey and a Perception Survey for Parents, both of which are administered in the spring to all secondary students and parents of all students within Lincoln Public Schools. These 40-question surveys primarily include Likert scale multiple choice answers to determine areas of strength and weakness for our school, but also includes open-ended questions at the end where parents can offer additional feedback not otherwise addressed by the survey. These surveys are conducted via Google, with links and reminders sent to parents multiple times in school newsletters and other email communication throughout the month in which they are administered. Survey results are analyzed by the LPS Assessment & Evaluation Department and shared with school administration for use in planning. Survey results from the previous year are typically shared as part of the annual Title I parent meeting.

In addition, parents and community members that participate in our Continuous School Improvement Process (CSIP) Team are able to contribute to the discussion and analysis of school needs at all levels throughout the year. Such input is encouraged both in and out of meetings.

Parents are also asked for their input to school and student needs at the annual Title I Parent Meeting, held each fall. At Belmont, parents are invited to attend an evening that extends beyond the Title I Parent Meeting and includes information from grade level teams about curriculum and a performance by the students. A presentation is given by the principal on academic progress of students by grade, followed by a description of ways in which Title I funds are used to address areas of weakness, at which time parents are asked for their feedback on these strategies and other ideas they may have. Parent comments include an appreciation for the academic and behavioral supports that Belmont provides for students both during and after the school day. Families also appreciate the various family engagement events that Belmont provides.

Finally, at a broader level, LPS embarked on a 5-year strategic planning process for 2017-2021 which involved significant community input. Multiple public meetings and focus groups were held to garner the interest of the community in the priorities of the district, which resulted in the development of five pillars: future ready global citizens; support academic success for all students; support for educators; family and community partnerships; and growth ready facilities and infrastructure.

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.
Continuous school improvement is an intuitive function that occurs at Belmont, which culminates in the development of a Continuous School Improvement Plan. Supported by the Department of Continuous Improvement and Professional Learning at the district level, we are able to embed the process of reflection and improvement in our school culture throughout the calendar year, without a perfect start or stop date. Belmont has a CSIP Team that meets monthly to connect and review how the plan is unfolding and where improvements can be made.

During the summer, we begin in earnest to plan for next year with regard to the CSIP process, the strategies we employ for students, and the professional development we want to provide to staff. All of Belmont PLC teams meet for a day in the summer to analyze data and to begin mapping out goals for the coming year. Thanks to an NDE grant to the district, our 2nd grade team was able to spend additional time focused on planning literacy strategies this last summer. They have extended their learning and work to their Professional Learning Community time throughout the year.

A day in August is set aside by the district for all schools to share our CSIP draft goals with our staff to make adjustments and offer additional input. This is also an important day to share student data for the upcoming year and let staff get an idea of the students they will soon be serving. Then throughout the school year, the CSIP team meets to update and share progress, and determine any needed improvements. Our CSIP chairperson also attends a monthly meeting of all schools’ chairpersons, led by the Director of Continuous School Improvement, to share process and strategy ideas. In May, at the last CSIP meeting of the year, we work on a final reflection together as a way to synthesize our accomplishments and areas we want to continue to improve. This information is the starting point for discussion at a full-day district-sponsored Continuous Improvement Workshop in early June, where our team meets in the presence of other school teams to reflect and begin developing next year’s plan. Then the summertime planning begins again in earnest.

At Belmont, CSIP plan development and Title I Schoolwide Plan development go hand in hand, as the focus on high academic achievement in our Schoolwide Plan is very much at the core of our CSIP plan.

### 2. Schoolwide reform strategies

<table>
<thead>
<tr>
<th>2.1</th>
<th>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.</th>
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<tbody>
<tr>
<td></td>
<td>Our CSIP Team works together to determine support programs that should be offered to students, primary based on last year’s assessment results, but adding or changing these offerings based on schoolwide analysis at monthly meetings.</td>
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Belmont staff is also organized into Professional Learning Communities (PLCs), which work collaboratively in order to maximize instructional time and support student achievement. Using multiple measures and analysis of data, grade level teams of teachers and specialists meet at least twice monthly to make instructional decisions, plan interventions, identify at-risk students, and determine the need for individual student participation in support programs. PLCs meet monthly, so these teams regularly monitor and revise student-specific supports throughout the year.

In particular, LPS utilizes Title I funds to support Extended Day Academic Support (EDAS) programs at all schools. At Belmont, EDAS is administered after school during second and third quarters. Students in
Kindergarten through 5th grade, who are performing below grade level are invited to attend. Currently there are 1-2 groups at each grade level being conducted. Teachers support students in literacy and math concepts--as needed by the student.

In addition, Belmont also offers the following support programs, during the school day, based on student need: Leveled Literacy, Lexia, Wonder Works, Sound Partners, DreamBox, Math Expressions, pre-teaching and re-teaching.

Title I funds also support summer programming specifically to assist those students who are one to two years behind in reading or math. A four-hour-per-day four-week program provides up to 90 minutes each on reading and math instruction, with time also built in for makerspace activities. Our program is run in conjunction with the Summer Food Program, which brings both breakfast and lunch to school for qualifying students. In order to provide a day-long program that is less disruptive to parents, we run this program in partnership with our CLC Lead Organization, which provides fun, camp-like activities in the afternoon.

In 2017, LPS received a Targeted Improvement Plan (TIP) grant through the Nebraska Department of Education’s Special Education Department to close the achievement gap and prevent special education services for struggling students in second, third and fourth grades. As such, three strategies are being provided to second, third and fourth grade teachers in all LPS elementary schools as well as ELL teachers, Special Education teachers, Social Workers, Counselors and School Psychologists, in order to ensure additional supports to students in these three grades: (1) Additional school representation at the annual two-day LPS Behavioral Conference, (2) two-day training in the summer with Anita Archer, educational consultant on explicit instruction, and (3) an additional six hours of paid summer professional development to focus on PLC planning, with particular focus on literacy.

3. Qualifications of instructional paraprofessionals

| 3.1 | Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder. |

All instructional paraprofessionals hired by LPS are vetted through the Human Resources Department to ensure that they meet ESEA requirements. These requirements include high school diploma or GED; completion of two years of college or an associate degree or completion of a state approved assessment. In Nebraska, three assessments are available, and LPS has selected to utilize Project PARA, which is online training administered through UNL with 6 identified units and tests that must be completed to satisfy the ESEA requirements. The tests are scored and the aggregate score must be a minimum of 69% to pass. LPS must provide this information to NDE in the Nebraska Staff and Student Record System (NSSRS).

Per the Paraprofessional Negotiated Agreement, paraprofessionals have 15 hours of professional development for which the district will pay. These hours are for non-duty time spent in workshops, typically those provided by the district.

4. High quality and ongoing professional development
Each year, certificated staff report for duty 5 days prior to the first student contact day, which includes 3 days for teacher work time in their classrooms, 1 day designated for continuous school improvement work, a half day for contractual district professional development and a half day for contractual building professional development led by the principal. For 2018-19, half of the continuous improvement day was replaced by an LPS District Welcome for all staff held at the Pinnacle Bank Arena downtown, an event meant to create synergy and common focus to start the school year.

In addition to these days, staff are required to completed 7.0 hours of required district professional development that are set by the curriculum specialist or district department, and 7.0 hours of required building professional development that are set by the principal to align with the focus for improvement in the building. These hours are to be completed outside of contract time, and teachers are compensated for these 14 total hours with two days of paid, non-working days.

At Belmont, our Continuous School Improvement Plan identifies the need for staff development to increase student achievement, specifically in the areas of reading and math. As such, our required building professional development for the current school year includes sessions on teaching guided reading and using anecdotal record keeping to guide purposeful guided reading instruction. Teachers have also been provided professional development on deeply planning a math lesson using a district planning template. At Belmont, we know that part of increasing academic achievement is to have engaged learners. To increase engagement teachers have participated in professional development around Kagen strategies as well as Tier 1 behavioral supports.

The Continuous Improvement and Professional Learning Office coordinates the work of the many LPS departments who contribute to the continual learning of certified staff. A dedicated LPS online catalog provides information about current offerings for workshops and courses. Guidelines, salary advancement procedures, and contractual professional development information are also contained in this catalog. Information about new teacher orientation, tenure requirements and mentoring is also available for new teachers.

Among the first professional development opportunities to occur almost immediately after the end of one school year in preparation for the next is a summer training for CSIP teams from all buildings on the use of data to guide instruction. Held annually in early June, this training includes a half-day learning about this process and the remainder of the day allows each school’s team to analyze its data and goals from the preceding year in anticipation of establishing new goals for the upcoming year. At Belmont, an additional summer day is spent with the CSIP team developing these goals for presentation to all staff in August. All certified teachers also spend a day during the summer where they review data and begin planning what students will need instructionally to be able to meet grade level objectives.

The goal for all professional development for the district is to provide opportunities for elementary and secondary teachers to become more proficient in their teaching of literacy and math using the support of instructional coaches and professional learning communities to meet the state standards. Through this model of professional development, teachers and building administrators will incorporate current researched strategies to meet the needs of the students with diverse learning needs from diverse cultural and economic backgrounds.

The primary focus of this year’s professional development across the district is on core instruction, specifically through the recently developed LPS Instructional Design, a hybrid of instructional programs based primarily on Curriculum Instruction That Works, Edition 2 (CITW2), but also including explicit instruction (with references...
and training by Anita Archer), cooperative learning (with references and training through Kagan), visible learning (with resources from John Hattie) and leading with focus (with references from Mike Schmoker). In this school year, multiple one-day sessions were offered for teachers on the research findings behind this hybrid model in November and December, facilitated by B.J. Stone together with the LPS Director of Continuous Improvement, who will sustain this training going forward.

Other areas of focus that are being utilized by LPS include an annual district-wide two-day Behavioral Conference in June, as well as training on the Rewards literacy program, and Restorative Practices. A group of district coaches attended a conference focused on PLC work in October and brought back information that will develop the district’s PLC training for summer 2019. Title I schools also have done work with trauma-informed practices, hosting walk-through evaluations of school spaces and transitions for students to determine if we are being sensitive to the needs of students impacted by trauma.

The NDE Targeted Improvement Plan (TIP) grant awarded to LPS also provided very focused professional development for 2nd through 4th grade teachers, including broader representation at the LPS Behavioral Conference in June; a two-day training with Anita Archer on instructional lesson design framework elements including objective feedback, gradual release of responsibility and helping students become more independent in their learning; and additional PLC professional development time to go through the diagnostics of reading scores and conduct deeper lesson design development that allows for greater opportunities to respond and engage with the lessons.

In addition to the TIP grant-related professional development, the Special Education Department is also facilitating training this year on the process of Functional Behavioral Assessment (FCA) and Behavioral Intervention Plan (BIP) development.

5. Strategies to increase parental and family engagement

5.1 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.

Our process for including parent input into the School Parent Compact is to bring a draft to our annual Title I meeting for parents, where the document is explained and discussed, with recommended additions or changes given by parents. The School Parent Compact being utilized in the current school year was developed and approved by parents at the Title I meeting on 12/4/18. Parents were also asked where and when they would recommend sharing this document with all parents. The timing of this meeting allowed us time to prepare the final version for distribution in the parent handbook.

During individual Parent-Teacher Conferences, the parent and teacher review and discuss the importance of all parties fulfilling their role and responsibilities. The compact is translated into the five most common non-English languages used in the district, all of which are linked on the school website. This version of the compact was developed based on recommendations provided by NDE.

5.2 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.
Belmont has a Parent and Family Engagement Policy that was drafted and presented to parents at the annual Title I meeting for parents on 9/13/18, 9/20/18, 9/25/18, or 9/27/18, at which time their recommendations and additions were provided. This policy ensures compliance with federal requirements, as it is based on recommendations provided by NDE in their sample.

A draft of the policy was included in packets provided to all families at Open House on date before the start of the school year and the final version is included in the Student Parent Handbook. The policy and the handbook are translated into the five most common non-English languages used in the district, all of which are linked on the school website.

5.3 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.

Belmont held its annual Title I parent meeting on 9/13/18, 9/20/18, 9/25/18, or 9/27/18, at which time a presentation was given on the history of Title I, demographics of our school community, academic assessment results of our students by grade, and the current usage of Title I funds to address areas of need. Parents were encouraged to ask questions and offer suggestions for improvements related to the use of Title I funds. Input was also encouraged during a review of the School Parent Compact and the Parent and Family Engagement Policy. Parents approved of the documents and expressed appreciation to additional academic services that are provided by Title funds.

Our annual Title I parent meeting is always held in conjunction with grade level curriculum nights in order to encourage broader participation. Notifications about this event are provided several times throughout the year, in hopes of increasing attendance for the next year as well.

6. Transition Plan

6.1 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). Provide supporting documentation in the corresponding folder.

Early Childhood to Elementary:
At Belmont, we are focused on making the transition from early childhood to kindergarten as smooth as possible for students and families. In early spring, our incoming Kindergarteners, parents and guardians are invited to attend Kindergarten Orientation, an opportunity to meet the teachers and other staff, learn about kindergarten and visit a kindergarten classroom. In late spring we organize transition meetings for sharing information between LPS Early Childhood, Center Base and Home Base Head Start programs and Belmont for students who will start Kindergarten in the fall. In the summer, we offer Jump Start Kindergarten programming when students meet Kindergarten teachers and are introduced to the routines, procedures and curriculum through engaging activities. Each family is invited into the classroom for a family visit with the classroom teacher in August during Safe Walk To School Open House.

6.2 Please provide a narrative below describing the school’s transition plan for outgoing students as they
Elementary to Middle School:
For 5th grade students, a day is set aside in May for them to attend the neighborhood middle school they intend to go to the next year. This student visit does not include parents, but allows students to visit with middle school students, tour the building and eat lunch in the middle school cafeteria. In addition, the middle schools schedule an evening meeting for parents and students to attend together to answer questions and get familiar with middle school. Fifth grade teachers complete district transition documents and schedule an onsite visit with middle school teachers to share information about their students to ease the transition process and make course recommendations.

7. Strategies to address areas of need

7.1 Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.

During the instructional day:
As classroom teachers analyze assessment information at PLC meetings to determine additional academic supports needed by individual students, they identify and group students and provide re-teaching in reading and mathematics with the goal of learning objectives each needs to master. Interventionists work directly with students to deliver a more intense Tier 1+/Tier 2 curricular intervention. And Special Education teachers instruct students with Individualized Educational Plans in reading and mathematics with standards-based learning objectives.

Beyond the instructional day:
Belmont also uses Title I funds to support Extended Day Academic Supports (EDAS), which provides additional support in reading and math one hour for two days per week. Students are identified in need of this additional support in one or both curricular areas, and work with a teacher after school individually or in small groups. Lexia and DreamBox are online resources utilized in reading and math respectively, in addition to the LPS curriculum. Belmont also uses Title funding to support after school academic clubs through our Community Learning Center (CLC). CLC clubs provide 2 after school homework support sessions for students.

Belmont also uses Title I support to provide a 4-week ½-day summer school program for students who are identified as up to two years behind in reading and/or math.

8. Coordination & integration of Federal, State and local services & programs

8.1 Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.

In addition to Title I funds, which are used for additional staff (certified and classified), additional programs (CLC, counselor), and professional development. Funds from the school’s general staffing budget are used to
provide an instructional coach and some intervention support, as well as federal IDEA funds to support special education activities, and 21st Century CLC grant funds to support family engagement and additional after school academic supports. Belmont works to maximize all of these funds by braiding or coordinating as appropriate.

The LPS general budget also provides a half-time Instructional Technology Coach to each building as well as a PBIS Coach one half-day per week to work directly with teachers, staff and students to help set up adequate supports for at risk students to enable them to do their best academic learning.

The LPS Special Education Department has provided additional assistance this year specifically to 2nd, 3rd, and 4th grade teachers, who have received additional professional development focused on literacy through a Targeted Improvement Plan grant awarded by Nebraska Department of Education.

Our parent-affiliated organization also provides additional support by providing books so that every student can take home at least one book for the summer, supporting arts based experiences, and helping to support extended learning in the classroom when the general or title budget are not able to be used.

Community partnerships are also an important part of the braided funding necessary to support the needs of our students and families. Volunteers from Kiwanis and Holy Savior Church. Businesses including Honest Abes provide support for staff. Other non-profits we work with include Lincoln Parks and Rec for our CLC partnership.