

# Title I Schoolwide Plan Cover Page

District Name:	Grand Island Public Schools	
School Name:	Dodge Elementary School	
County-District-School Number: <i>xx-xxxx-xxx</i>	40-0002-006	
Grades <b>Served</b> with Title I-A Funds: <i>(PK is rarely served)</i>	K-5	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify) <u>    </u> <u>SEL</u> <u>    </u>	
School Principal Name:	Mrs. Angie Eberle	
School Principal Email Address:	aeberle@gips.org	
School Mailing Address:	641 South Oak Grand Island, NE 68801	
School Phone Number:	308-385-5889	
Additional Authorized Contact Person (Optional):	Daniel Jaimes	
Email of Additional Contact Person:	djaimediaz@gips.org	
Superintendent Name:	Matt Fisher	
Superintendent Email Address:	mfisher@gips.org	

**Date Reviewed:** 3/12/2024

Submit Cover Page to ([rhonda.wredt@nebraska.gov](mailto:rhonda.wredt@nebraska.gov)), at NDE Federal Programs Office by May 1<sup>st</sup>.

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Angie Eberle Cassie Blase Brandy Nelson Deb Vitera June Atkins Holly Kor Vandee Samelson Caitlin Jensen Nikki Kasperbauer Valerie Chmelka Kristin Watson Maria Mosqueda	<u>Parent Administrator</u> Cassie Blase - Assistant Principal Brandy Nelson - Title 1 SpecialistPrincipal Deb Vitera - Kindergarten Teacher June Atkins - 1st Grade Teacher Holly Kor - 2nd Grade Teacher Vandee Samelson - 3rd Grade Teacher Caitlin Jensen - 4th Grade Teacher Nikki Kasperbauer - 5th Grade Teacher Valerie Chmelka - Integration Specialist Kristin Watson - School Psychologist Maria Mosqueda - Parent

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 423	Average Class Size: 17.6	Number of Certified Instruction Staff: 41
Race and Ethnicity Percentages		
White: 29.3 %	Hispanic: 54.6 %	Asian: 1.1 %
Black/African American: 8.7 %	American Indian/Alaskan Native: 1.1 %	
Native Hawaiian or Other Pacific Islander: 0.2 %		Two or More Races: 4.7 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 76 %	English Learner: 27 %	Mobility: 11.17 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	<b>MAP</b>
<b>DIBELS</b>	<b>NDE Perception Survey</b>
<b>Panorama Surveys</b>	

*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**

<b>1.1</b>	<i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.</i>
<p>In Summer 2020, the district hosted a district-wide Academic Summit for schools. We had 2 teachers from the CSI team, our Title I Specialist, and our principal and assistant principal attend. The Academic Summit Team analyzed data and had a preliminary understanding of what the data said (e.g., surveys, WINTER MAP data) and then trained the CSI team to look at it and create a CSI plan for later in the summer. With our summer work, we decided what baseline data to use from fall data to set our CSI goals with (see Fall 2020-21 below). We also analyzed student perception data from NDE survey (parent data was not available--a technical error occurred, making data unavailable). We looked to see if we had made progress from last year's goals and set a new goal for this year based on low-rated areas. We used the student input to help set goals and strategies for our school improvement plan.</p> <p>In Fall 2020-21, we analyzed data from Fall MAP and DIBELS scores. (We could not use Spring MAP or NSCAS scores due to lack of assessment scores because of the COVID Pandemic.) With the data, we identified students who fell below grade level or proficiency levels (i.e., DIBELS benchmark, MAP 50th percentile, or MAP NSCAS proficiency as determined with linking study). IRIPs (Individualized Reading Instruction Plans) were created for students K-3 and students who fell below grade level of proficiency were considered for RTI (response to intervention) given their previous years scores and classroom progress (based on daily target attainment and summative assessments). Interventions were planned for students who were not at grade level. We also looked at reasonable goals for students so teachers could help students set goals.</p> <p>To gain more parent input and insight, the fall 2020 family survey was administered by the district and results showed us family engagement is lacking. With COVID, we could not open the school or have in-person meetings, so we tried to increase communication with more work samples going home, text messages to parents about school events (vs. just a phone call or email home), and we created parent-teacher communication packets in lieu of conferences.</p> <p>With Winter MAPs and DIBELS, we looked at individual scores and grade-level scores as well as disaggregated data by subgroups. We did not notice a large gap with subgroups, but we did notice grade levels with new teachers were not as successful. We decided to work on coaching cycles, having new teachers observe others, and administrators giving more feedback to new teachers.</p> <p>Staff members use both formative and summative data in order to track all students. We use MAP, DIBELS, NSCAS, STARR 360, and other common assessments to monitor student learning. Our School Improvement Plan identifies uses these data result to address learning needs. Kindergarten and first grade uses DIBELS for reading and math. Second and third grade use DIBELS to monitor if they are falling below the 40% level. Second through fifth area assessed with the MAP assessment for both reading and math. Fifth grade also takes the MAP growth science. These assessments occur every fall, winter, and spring.</p>	

Staff meetings and professional development meetings are used to analyze data, develop and adjust our SIP, and provide training to make the needed action plans work.

**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.*

An annual parent meeting is held to gather parent input on the engagement policy as well as the compact.

SIP surveys are taken by parents/guardians, certified and classified staff and students. The parents/guardians complete the survey in the fall and the spring. The staff surveys are completed on-line at a staff meeting and the student surveys are completed on-line in the classroom. All surveys are compiled by the district office and the results are analyzed by the team.

Classroom teachers also ask parents for information pertaining to their child in August to ensure a smooth transition and create open communication.

Due to Covid 19, we were not able to have our suggestion box which is usually available to parents in the foyer. The team collects and discusses needs at the monthly meeting.

**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.*

The Continuous School Improvement Plan is based on student achievement results and the goal is to decrease the achievement gap between free/reduced and non-free/reduced students. After analyzing the root causes, the improvement strategy is identified and then action steps are created. The action steps are detailed with the person(s) accountable, how the progress will be measured, resources needed and a time line. The plan adjusts as necessary throughout the year as the team meets monthly and monitors progress. The team dates and color codes the progress.

## 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.*

Every 8 weeks, our PLCs meet with our School Psychologist, Title I Specialist, RTI Chair, and Principal to problem-solve for students who are struggling or not making progress. We look at Rtl progress-monitoring data, progress made in the classroom, review interventions and new barriers to learning. We determine if interventions should be started, continued, or stopped.

Our Social-Emotional team meets weekly to discuss student concerns regarding health and human services, family needs, counseling needs, behavior goals and plans.

During PLC time, if students are not making progress, or if groups of students are not making progress, teachers talk about how to support students during another time or how tier 1 instruction might be able to support them. If necessary, teachers will create small groups for re-teaching concepts.

Professional learning communities are then utilized to create SMART goals driving the schoolwide goal for improvement. Grade level teams meet weekly for 50 minutes to use formative data to drive instruction. Notes are included in the folder to show the focus on standards and continuous adjustment to meet the needs of all students through formative assessment.

PLCs also determine WIN (What I Need) intervention groups for all students (at, below, above) and monitor those interventions for RtI (Response to Intervention). The WIN intervention groups occur daily for 30 minutes and RtI is conducted as necessary for students who do not make adequate progress during the intervention time. Students that are identified as Tier 2 or Tier 3 are monitored with Star 360. WIN is a time for small group instruction with an individualized focus. Students at Dodge are grouped by skill and appropriate interventions are in place those students. The groups might be at risk Tier 2 or Tier 3 RtI students, students who just need a little more practice/reteaching with a skill or students who need extension. The groups are fluid and flex group across the grade level.

The Welcome Center assesses new EL students and their families to the district. The Center provides families with resources and help to understand the school system. The assessment process helps Dodge provide the appropriate placement and support for the student.

### 3. High quality and ongoing professional development

<b>3.1</b>	<i>Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Teachers have regularly scheduled trainings throughout the year. The district provides monthly Curriculum, Instruction, and Assessment Meetings. These professional development opportunities are aligned with the district's goals and needs.</p> <p>Staff meetings and Building PD days provide additional professional development. Our focus on student learning, instruction, data, and other areas that align without school improvement plan.</p> <p>Professional Learning Communities (PLC) provide additional professional development as we exam data and discuss student learning and strategies. Teachers learn strategies from each other while planning standards-based and student-centered lessons. At Dodge, and EL teacher and Special Education teacher also join grade level PLCS.</p> <p>Paras were offered training this year. They learned simple interventions and how to work with students in the classroom.</p>	

### 4. Strategies to increase parent and family engagement

<b>4.1</b>	<i>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.</i>
<p>The School-Parent Compact is made available to parents online. This year, at our Annual Title Meeting (December 17, 2020), we revisited it and made changes accordingly. Following our meeting, an update compact was emailed out to our families. The School-Parent Compact is also made available to parents online.</p>	
<b>4.2</b>	<i>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.</i>

Parents revisited the policy at our Annual Meeting on December 17, 2020. Parents were sent a copy prior to the meeting so they knew what they would be looking at during the meeting. At the meeting, parents decided not to make changes to the policy. The final copy was sent to parents via email and is available online as well.

**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.*

We waited to have our Title I meeting in the hopes that the COVID visitor and meeting procedures might change as the year progressed (i.e., no visitors, no in-person meetings). Realizing a change was probably not going to happen, we held the Annual Meeting via Zoom on December 17, 2020. It was announced by email and on our Dodge Facebook page.

For the 10:15 meeting, we had 7 parents participate, one of which was also a Spanish interpreter, and 3 school employees. At 5:00, we had 6 parents with the same 3 school employees.

Due to Covid-19, we were not able to hold other family engagement activities. In the past, Dodge has had EL nights and Reading, Math, or Science nights with educational activities planned for families.

We were also not able to hold in-person parent-teacher conferences this year. Dodge teachers sent home information with each student including their contact information so parents could set up a time to virtually meet or set up phone call 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).*

Transition to kindergarten is an important aspect of the preschool program. The GIPS Preschool program will start the transition process immediately upon the child's entry into preschool. Kindergarten transition will first be addressed through the curriculum framework (including operational and instructional components and preschool curriculum standards/learning targets) that will be the guide for the preschool teachers as they plan instruction. The curriculum framework was designed to integrate with the kindergarten curriculum framework to allow for a seamless transition. The instructional components of the curriculum framework define elements of the learning environment that will be provided to all preschoolers. These elements correspond with instructional components in the kindergarten curriculum framework. The preschool curriculum framework was developed to be developmentally and culturally appropriate (addressed as part of the belief statements that set the boundaries for curriculum development).

Kindergarten transition will then be addressed with parents during the second parent/teacher conferences in early February. Teachers will talk with parents about their plans for their child and will discuss kindergarten registration and orientation that will happen in the spring at individual elementary school buildings. Teachers will communicate this information to home visitors who will follow up with parents during monthly home visits. The preschool teachers will complete a checklist that will be developed with input from kindergarten teachers. These checklists will provide kindergarten teachers with information they need to know about each child to assist them with welcoming the child into their kindergarten class. These checklists will be sent to the appropriate building principal at the end of the school year.

Kindergarten teachers will also receive assessment information for each child transitioning to kindergarten. The assessment information will include GOLD results, Early Reading First assessment information, and progress data as well as information about language acquisition in the case of children identified as English language learners.

Finally, if the child is identified with special needs or is currently involved in a problem-solving approach (RTI), the preschool teacher will plan a conference to meet with the child's parents, the potential kindergarten teacher, the building administrator, and other staff as needed (e.g., speech pathologist, occupational therapist, etc.) to discuss the transition to kindergarten. Prior to the conference, the staff at the potential kindergarten site will be asked to observe the child in the preschool classroom. During the conference, information about the child will be discussed and a transition plan will be developed. After the conference, a write-up of the transition plan and the child's developmental information will be given to the receiving staff and the child's parents. Preschool staff members will also be available to assist with transition needs in the fall if the kindergarten teacher needs assistance.

Kindergarten Ready was conducted virtually for the 20-21 school year due to Covid-19. A Facebook Live event took place including Kindergarten teachers to represent each elementary school.

Kindergarten Discovery occurs at the beginning of the school year. Kindergartners arrive a day early to get used to the building and routines. All teachers meet all kindergartners and assess levels of proficiency for 2 days. The kindergarten team then analyzes data, creates balanced classes, and prepares their classroom for their assigned class.

**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).*

Due to COVID, our 5th grade transition meetings were virtual. (They are usually in-person--with 5th graders visiting the middle school during the school day and then a parent night that night.) For our virtual meetings, students met with middle school administrators and heard about middle school (allowing time for Q&A), and then each class met with middle school teachers in break-out rooms. That evening, parents were invited to a Facebook Live event to hear about middle school from the school leaders, and parents could ask questions about middle school.

Plans for this year have yet to be determined. However, we DO know that students will get to select their instrument for 6th grade band. The middle school band teachers visit our school twice. The first meeting is to introduce instruments and students can ask questions, then we send a note home asking which instrument the student would like to select. The second visit involves gathering the students and notes and checking in with the student on the instrument he/she selected.

When school starts in August, sixth grade students are the only ones in the building allowing them to learn to navigate without the upper grades.

Transition plans are also established for 5th graders moving to middle school with an IEP and ELL students transitioning back to their home school after acquiring language assistance. Both of these meetings involve teachers from both the elementary and middle school setting as well as parents.

## 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.*

There are multiple opportunities available for students in order to increase the amount and quality of learning time beyond the instructional day.

PLCs meet once a week and included in the agendas are determining WIN (What I Need) intervention groups for all students (at, below, above) and monitor those interventions for Rtl (Response to Intervention). The WIN intervention groups occur daily for 30 minutes and Rtl is conducted as necessary for students who do not make adequate progress during the intervention time. Students that are identified as Tier 2 or Tier 3 are monitored with Star 360.

Dodge Elementary typically organized and holds 2 ELOs (Extended Learning Opportunities) during the school year - one in the fall and one in the spring. After Fall and Winter MAP is given, students are selected and invited to our ELOs which gives extra reading and math skills support. Due to Covid this year, we were not able to hold these ELOs but plan to continue with them in the following year.

Summer School is another opportunity given to students for a month in the summer. It focuses on reading and math instruction. Students who are in the RTI process are invited to attend.

POWER Camp is also part of Summer Programming. It focuses on mindfulness and enrichment opportunities including art, music, movement, games, and field trips. Any student can attend POWER Camp. In 2020, it was online. This year, it is in-person but the information/flyer is not available yet.