

# Title I Schoolwide Plan Cover Page

District Name:	Grand Island Public Schools
School Name:	Howard Elementary School
County-District-School Number: <small>xx-xxxx-xxx</small>	40-0002-007
Grades <b>Served</b> with Title I-A Funds: <small>(PK is rarely served)</small>	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)_SEL__
School Principal Name:	Mrs. Jessica Schroeder
School Principal Email Address:	jschroeder@gips.org
School Mailing Address:	502 West 9th Street Grand Island, NE 68801
School Phone Number:	308-385-5916
Additional Authorized Contact Person (Optional):	Daniel Jaimes
Email of Additional Contact Person:	djaimesdiaz@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> Veronica Hernandez Julie Schnitzler Megan Ahrens Teresita Westover Jason Weseman Ashley Feik Jean Vaughn Bianca Ayala Missy Chess Tara Peterson  _____ _____	<u>Titles of those on Planning Team</u>  <u>Parent Administrator</u> Instructional Coach Interventionist 5th grade teacher 4th grade teacher 3rd grade teacher ELL teacher Special Education teacher Kindergarten teacher  _____ _____
---	---

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 391	Average Class Size: 19.5	Number of Certified Instruction Staff: 44
Race and Ethnicity Percentages		
White: 13 %	Hispanic: 82 %	Asian: 1 %
Black/African American: 2 %	American Indian/Alaskan Native: 2 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 1 %	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 100 %	English Learner: 54 %	Mobility: 12.5 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>MAP</b>	Panorama
Dibels	NDE
GoldStar - preschool	
NSCAS	



*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><b>The school improvement action plan used at Howard Elementary contains disaggregated data to support the reasoning for selected goals and strategies. We use a Howard data tracking document throughout the school year that all grade level teachers input formative assessment classroom data, MAP and DIBELS. The teachers participate in two Data Rounds (fall &amp; winter) with the principal to discuss data and interventions implemented to support at-risk students who are failing to meet standards.</b></p>	
<b>1.2</b>	<i>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.</i>
<p><b>We collect information in several different ways. The first is through a survey that is administered every February to parents. The second is through Parent meetings via Facebook Live as well as information collected through the District "Let's Talk" system. We encourage parents to attend the events via notes home, marquee and phone calls.</b></p>	
<b>1.3</b>	<i>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.</i>
<p><b>Our school improvement plan focuses on students who are not proficient in reading. Our plan is to improve our teacher effectiveness through professional learning on student-centered instruction as well as providing Extended Learning Opportunities for students. The certified staff also complete a self-assessment of their progression in the four components (routines, standards-based lesson-planning, data-driven decisions, and PLC impact) of their work as a PLC.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Assessment and Interventions</b></li> <li>▪ <b>Student Groups</b></li> <li>▪ <b>Professional Learning Communities (PLCs)</b></li> </ul>	

**2. Schoolwide reform strategies**

<b>2.1</b>	<i>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.</i>
<p><b>Staff members at Howard Elementary examine all the assessment data collected in formative and summative assessments through professional learning communities (PLCs). Each teacher also meets with the principal individually to discuss non-proficient students and instructional strategies that will support the learner to proficiency.</b></p> <p><b>Our school improvement process involves data for the purpose of improving instructional delivery to benefit all students. Our goal is to close the achievement gap in both language arts and math.</b></p> <p><b>Teachers analyze all subgroup statistics from NeSA for identifying Our highest areas of need. Student scores are formulated in scaled format to easily identify those who reached proficiency levels compared to the students who have not. Our staff realizes the importance of using a variety</b></p>	



of assessments for a true picture on each child. We offer intentional assistance for at-risk students. Our English Language Learners (ELL) program works with student on language development in the areas of reading, writing, and speech. Our special education program provides target interventions for students who have goals in place for learning needs. We offer What I Need (WIN) time daily to assure our Response to Intervention (Rtl) students are working on specific skills they need to be successful. We also offer extended learning opportunities (ELO) in the area of reading and writing and target students who need these specific skills. Examples: Breakfast Club for students not proficient on MAP, Imagine Learning, Reading Club, Kindergarten Computer club, and Scrabble club.

### 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.*

The district's mentor teacher program is designed to provide novice teachers with professional and personal support through a structured, yet flexible, process and set of activities that results in high performing, reflective practitioners. District administrators will be responsible for assigning a mentor for each novice teacher, which includes all teachers new to Grand Island Public Schools with two or less years prior teaching experience.

Mentor program activities will be structured around Charlotte Danielson's effective teaching framework, which provides a common language for teaching and helps focus on the four domains of teaching (planning and preparation, classroom environment, instructions, and professional responsibilities). Professional development will focus on helping new teachers use research-based strategies. Specific topics addressed will include student and classroom management, communication with students and parents, instructional planning, student assessment, and various district-wide and school improvement efforts.

The GIPS staff is the district's most important resource, and their ongoing growth and development are key to improved teaching and learning. The district's professional development program has been designed to support and sustain meaningful and ongoing learning opportunities for adults that result in successful across-the-district implementation of targeted teaching and learning strategies. In addition to participation in traditional workshops and conference opportunities, professional development activities are being provided through multiple day learning opportunities, mostly during the summer months; the use of learning facilitators and math, and science coaches to enhance instruction; optional and required learning teams (study groups); and several advanced training opportunities designed to expand the staff's capacity to lead various reform.

The district's professional development efforts have been designed to directly support the improvement of student's reading comprehension; written communication, understanding of mathematical concepts, backward planning and the formative assessment process, and school and district climate/culture. All required professional development time have been allocated to help achieve either district-wide or school improvement goals.

### 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 was presented to our parents at the initial Title I meeting at the beginning of the school year. The compact was shared with our parents. Together, we were able to discuss its purpose and parents were able to ask questions and provide feedback. The school-parent compact



<p>was discussed at every grade-level parent/teacher meeting at the start of the year. Teachers, students and parents went through the compact prior to the conferences and renewed their commitment to make the student's learning the priority.</p>	
<p><b>4.2</b></p>	<p><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></p>
<p>District Policy 9110.1 Parental Access to Education Practices was written and approved by the Grand Island Public Schools' board of education. This policy was discussed during our initial Title I parent meeting in 2015-2016 and we created a Howard Policy that aligned to the District policy. At the first Parent teacher meeting of the year, we review each section of the policy and ask for parent questions and clarification. From this, we edit our Howard Parent and Family engagement policy. We welcome parents to be involved through our monthly PAC meetings, parent survey in the spring, and family academic events throughout the school year.</p>	
<p><b>4.3</b></p>	<p><i>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.</i></p>
<p>Our Title I meeting is identified on the magnetic calendar that we start giving to parents at registration in May. We also send home notes, publicize on our marquee and in our school newsletter. The meeting is held in our cafeteria. We used a PowerPoint to explain to parents our Title I program.</p>	

## 5. Transition Plan

<p><b>5.1</b></p>	<p><i>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).</i></p>
<p>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).</p> <p>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.</p> <p>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</p>	

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.

**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).*

The Middle School principal comes to Howard to meet the 5th grade students and invite them to the Middle School tour. Our middle schools offer a tour for all incoming sixth grade student during our spring trimester. We provide transportation to all fifth graders attend this event and get to experience the day at Walnut Middle school. That same evening, families are invited to a meeting and have the opportunity to tour the building and ask questions. We also meet with counselors and special education teachers to make special arrangements to ensure our special education students are prepared for the transition.

## 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.*

As a district, we have adjusted the elementary schedule to increase the amount of quality learning with the instructional day. Last year, we added twenty-five minutes to the school day and now dismiss at 3:30 p.m., instead of 3:05 p.m. We also structured our school day and created a thirty minute What I Need (WIN) period for work on Response to Intervention (RtI) interventions within the school day. We also have 10+ volunteers who listen or read to our students. We have several extended learning opportunities (ELO) being offered at Howard Elementary to include: Breakfast Club, Kindergarten Computer, Scrabble Club, and Reading Club.