Title I Schoolwide Plan Cover Page

District Name:	Grand Island Public Schools
School Name:	Jefferson Elementary School
County-District-School Number: xx-xxxx-xxx	40-0002-008
Grades **Served** with Title I-A Funds: (PK is rarely served)	K-5
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)_SEL__
School Principal Name:	Mrs. Kate Crowe
School Principal Email Address:	kcrowe@gips.org
School Mailing Address:	1314 W. 7th Street Grand Island, NE 68803
School Phone Number:	308-385-5922
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: 2/27/2024

Submit Cover Page to (rhonda.wredt@nebraska.gov), at NDE Federal Programs Office by May 1st.

March 2024

Names of Planning Team	Titles of those on Planning Team
(include staff, parents & at least one student if Secondary School)	Parent Administrator
Abigail Miller	Abigail Miller - 1st grade teacher
Angela Harder	Angela Harder - Title I Specialist
Ashley Collins	Ashley Collins - 3rd grade teacher
Ashley Mueller	Ashley Mueller - 2nd grade teacher
Cheri Felton	Cheri Felton - 2nd grade teacher
Grayce Seger	Grayce Seger - Kindergraten teacher
Julie Armstrong	Julie Armstrong - English Learner teacher
Lisa Cunningham	Lisa Cunningham - Special Education teacher
Rebecca Wilhelmi	Megan Cure - parent
Megan Cure - parent	Holli Yager - parent
Holli Yager - parent	

School Information
(As of the last Friday in September)

Enrollment: 345	Average Class Size: 18.87	Number of Certified Instruction Staff: 38

Race and Ethnicity Percentages

White: 30%	Hispanic: 61%	Asian: 1 %
Black/African American: 16 %	American Indian/Alaskan Native: 5 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 8 %	

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

Poverty: NOT COLLECTED %	English Learner: 32.75% %	Mobility: 8.4% %

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

NSCAS	MAP
DIBELS	NDE PERCEPTION SURVEY
PANORAMA SURVEYS	

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in the 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 curriculum, instruction and assessment decisions.*

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 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 (see page 4 of CSI SIP School Improvement Agenda Jefferson (July 8-9, 2020). 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 (goal: students reporting that students respect each other in school--this was a low area). See CSI Plan for goals and strategies.

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.

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. We also included a form for parents to communicate back with the teacher (see PDF Two Stars and a Wish).

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 (see C4I), and administrators giving more feedback to new teachers.

Updated: September 2020

The CSI Team also also noticed that at times the questions we use in class are not similar to the questions used in assessments. Teachers said we need to teach our students how to take standardized assessments. Therefore, an emphasis was put on this during NSCAS training and more resources are being explored for the rest of the year and for next year.

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.*

NDE Parent Perception Data was not available due to a technical error making the data unavailable.
To gain more parent input and insight, the Fall 2020 Family Survey was administered by the district Panorama system 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. We also included a form for parents to communicate back with the teacher (see PDF Two Stars and a Wish). The results gave teachers insight into what families wanted for their children--to be able to read and do well in school as well as know what's going on in school. Teachers used that information to know how to contact parents and to remember to communicate progress as well as what is going on in school.

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.*

Our Continuous School Improvement Plan (SIP) describes our goals and strategies to help students be successful. Our SIP Team meets on a regular basis to discuss progress and current needs. We identified reading, math, and students respecting each other as our goal areas, and explored why students may not be growing in these. We chose strategies to implement and made goals for mid-year and end-of-year so that we could see progress mid year and adjust as necessary.

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 6 weeks, our PLCs meet with our Educational Psychologist, Title I Specialist, RTI Chair, and Principal to problem-solve for students who are struggling or not making progress. We look at 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 regularly (1-2x per month) 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.

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.*

Teachers attend monthly Curriculum, Instruction, and Assessment Meetings with other teachers throughout the district. District administration and/or task forces determine agendas that align with district needs and goals (see Professional Learning Calendar GIPS).

Teachers participate in professional development throughout the year, we have trained on the following topics (as seen in Staff Meeting Agendas and Staff Meeting Slideshow): quality instruction and creating a vision; data analysis and school-wide goals, student goals, and grade-level goals (completed in PLCs and on Data Retreat days), planning for rigor, accessing and analyzing Panorama data, purpose of PLCs (with Solution Tree), Academic Teaming (with Learning Sciences International). Teachers use this PD to help them plan for effective instruction and help students be successful at school.

Teachers participate in "Checks for Implementation": a team of observers (e.g., 4 teachers, the principal, & Title I Specialist) visit a classroom, looking for standards-aligned targets, tasks, and student evidence as well as academic teaming strategies. They debrief what they observed, give feedback to teachers (who signed up to be observed) and identify their own take-aways for the day.

Paras were offered training this year. They learned strategies to use in the classroom.

4. Strategies to increase parent and family engagement

4.1	*Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.*

The School-Parent Compact is made available to parents online. This year, at our Annual Title Meeting (Feb. 25, 2021), we revisited it and made changes accordingly (no changes were made; however, parents had discussion around reading time and expectations; notes are on last slide of meeting presentation). (For the meeting, a copy was sent beforehand so parents knew they would have a chance to revise it.)

A final copy was sent to parents via email and posted on the website. A hard copy was also placed for new families in our "Welcome to Jefferson" folder. Parents also requested that it be sent at the beginning of each year in our "Welcome Back to School" mail packet.

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

Parents revisited the policy at our Annual Meeting on Feb. 25, 2021. 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, too.

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 Feb. 25, 2020. It was announced twice via the

weekly "phone call home" (also sent in email form) on Feb. 14 and Feb. 21. A text was sent 2 hours prior to the meeting as a reminder. Spanish interpreters were also announced.

On Feb. 25 at 5:00pm, the principal, an interpreter, and 6 parents met; 3 parents needed an interpreter. At the meeting, it was discussed to have more meetings about the school's progress and participation. They said they wanted both Spanish and English together so all ideas are heard at once, and that 5:00 was an ideal time (during the day it is difficult for parents to meet, and they also did not want to disrupt the school day).

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).

In the Spring, the Early Learning Center (ELC) emails a roster of incoming Kindergartners. Teachers from ELC meet with Jeffrson kindergarten teachers, principal, Title I Specialist, and Educational Psychologist to discuss needs of Special Education students so that plans can be made the following year. Student at a Glance (SAG) sheets are also shared.

For Gen Ed ELC students, kindergarten teachers receive folders on students and look through previous work samples and notes.

Kindergarten Ready happens in the Spring, and is one of the first pieces of transitions for students and families. Due to COVID, we had to have it on zoom last Spring. It allows families to meet with teachers, get a tour (when in person), hear about Kindergarten, and answer any questions.

Kindergarten Discovery occurs at the beginning of the school year. Kindergartners arrive one day early and 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.

6

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.*

Our plan provides for time to review student progress/data and allows for us to respond by adjusting our tier 1 instruction as well as tier 2 and 3 interventions. (see 3.1 high quality professional development (Staff meetings and slideshow), RTI notes, data retreat agenda.) We use intervention (WIN) time to either provide interventions, extensions, or re-teaching. These areas are based on data collected either daily, from formative assessments, or summative data.

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.