

# Title I Schoolwide Plan Cover Page

District Name:	Grand Island Public Schools	
School Name:	Starr Elementary	
County-District-School Number: <i>XX-XXXX-XXX</i>	40-0002-012	
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)_SEL__	
School Principal Name:	Mrs. Selena Valentine	
School Principal Email Address:	svalentine@gips.org	
School Mailing Address:	1800 S. Adams Street Grand Island, NE 68801	
School Phone Number:	308-385-5882	
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:** 3/14/2024

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>
<u>Selena Valentine</u> <u>Nicki Nesvara</u> <u>Whitney Kuhn</u> <u>Shawna Senff</u> <u>Hannah Luber</u> <u>Deanna Rundle</u> <u>Tonia Schmall</u> <u>Alison Zitterkopf</u> <u>Dani Ryan</u> <u>Jessica Liske</u>  <u>      </u> <u>      </u>	<u>Administrator</u> <u>Social Worker</u> <u>Counselor</u> <u>Academic Support Coach</u> <u>2nd Grade Teacher</u> <u>4th Grade Teacher</u> <u>3rd Grade Teacher</u> <u>3rd Grade Teacher</u> <u>Reading Interventionist</u> <u>PTO President/Parent</u>  <u>      </u> <u>      </u>

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 331	Average Class Size: 19.5	Number of Certified Instruction Staff: 26
Race and Ethnicity Percentages		
White: 22%	Hispanic: 65%	Asian: 1%
Black/African American: 8%	American Indian/Alaskan Native: .005%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: .03%	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 62%	English Learner: 37%	Mobility: %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
21-22 NSCAS Math 30% proficient	
21-22 NSCAS ELA 33% proficient	
21-22 NSCAS Science 41% proficient	

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

### 1. Comprehensive Needs Assessment

1.1	<p>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.</p>
<p><b>The Building Leadership Team went over the Needs Analysis and looked at assessment results, program participation, current school improvement goals and action steps, and where our strengths and areas for improvement lie.</b></p> <p>1.1 Academic Summit provides opportunity for BLT's to review school-wide data. MTSS process provides continuous assessment review process - and use of the GIPS Problem-solving Tool gives opportunity for specific disaggregation. District CIA days devoted to looking at data.</p> <p><b>Artifact: Academic Summit Workbook</b>  <b>Artifact: MTSS Agenda example</b>  <b>Artifact: Problem-solving Tool</b>  <b>Artifact: CIA Powerpoint after NSCAS Results were provided</b></p>	
1.2	<p>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.</p>
<p><b>Monthly parent meetings are held for collaborative purposes and an annual Title 1 Parent meeting was held in November 2022. Parents provided feedback around the Parent Compact, as well as our Title 1 plan. Stakeholder survey results from October 2022 were also considered.</b></p> <p>1.2 Panorama Stakeholder Survey gathered input from parents/community. This took place in October 2022</p> <p><b>Artifact: Panorama Results</b>  <b>Artifact: PTO Meeting Agendas</b>  <b>Artifact: Title 1 Parent Meeting Slideshow</b></p>	
1.3	<p>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.</p>
<p><b>Monthly school improvement team meetings reflect on student achievement data, as well as classroom walkthrough data that is collected.</b></p>	

**This information helps guide next steps for professional learning in the building and SIP action steps are followed and added to, as needed.**

*1.3 Monthly meetings reflect on data, strategies, and action steps as we achieve goals. Starr achieved all academic action steps by December 2022 and added new for Spring.*

**Artifact: BLT Academic Support Monthly Agenda**

**Artifact: Walkthrough Data**

## **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.*

**Special Education programming is provided, as well as English Language programming. Tier 2 and Tier 3 Math and Reading support is utilized as a result of data-driven decisions. FEV After school tutoring program has also been provided this year. Training for Tier 2 and Tier 3 behavior support for students with increased office referral data was also provided to staff and is provided daily for students through the CICO process.**

*2.1 Problem-solving tool progress meetings (during MTSS) is a cause for reflection and adjustment to meet needs of students not meeting academic standards*

**Artifact: Problem-solving Tool**

**Artifact: CICO (Tier 2 Behavior) Program Training**

**Artifact: MTSS Agenda**

## **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.*

**Monthly curriculum and assessment development is provided in content areas for all teacher by the district Leading for Learning team. In addition, monthly building level professional learning centered around SIP goals, action steps, and building data-driven needs is provided. Monthly MTSS and PLC meetings also provide embedded professional learning. An Academic Support Coach meets weekly with teachers.**

*2.1 School-wide training around Tier 2 Behavioral Programming has been an additional "action step" that will be added to the school wide plan.*

**Evidence: Professional Learning Slideshows**  
**Evidence: MTSS Agenda**  
**Evidence: PLC Agenda**

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

4.1	<p><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>
<p><b>The School-Parent Compact was reviewed and edited at the annual Title 1 Parent Meeting.</b>  <i>4.1 Annual Title 1 Parent Meeting involved review of the school wide compact and the parents provided feedback</i></p> <p><b>Evidence: Title 1 Parent Meeting Sign-in Sheet</b>  <b>Evidence: Slideshow</b>  <b>Evidence: School-Parent Compact</b></p>	
4.2	<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><b>The Title 1 Parent and Family Engagement Policy and Procedure is available to all stakeholders but was also reviewed at the annual Title 1 parent meeting.</b>  <i>4.2 GIPS Family Engagement Policy and Procedure (Spanish and English)</i></p> <p><b>Evidence: Policy</b></p>	
4.3	<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><b>In November 2022, the Annual Title 1 Parent Meeting was held. Building demographic and achievement information was shared with parents, as well as the Parent-School Compact and school improvement initiatives. Several family engagement events were also held throughout the year, as well as monthly PTO meetings.</b>  <i>4.3 PTO Family Movie Night, PTO Black History Month Family Night, PTO School Carnival, MONTHLY PTO Meeting</i></p> <p><b>Evidence: Family Movie Night Poster</b>  <b>Evidence: Black History Month Family Night Poster</b>  <b>Evidence: PTO School Carnival Poster</b>  <b>Evidence: Agenda from Annual Title 1 Parent Meeting</b></p>	

## 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).
<p align="center"><b>Kindergarten Ready Program, Transition Meetings for students with identified needs from Preschool to Kindergarten, Kindergarten Open House</b></p> <p><i>5.1 Kindergarten Ready Parent Meeting, Open House</i></p> <p><b>Evidence: Kindergarten Ready Parent Meeting Slideshow</b>  <b>Evidence: Kindergarten Open House Advertisement</b></p>	
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).
<p align="center"><b>5th Grade Visit to Barr Middle School, Counselor Meetings with all 5th Grade Students about middle school coursework and expectations,</b></p> <p><i>5.2 Counselor/Social Workers meet with all 5th Grade Students regarding transition needs, Barr Counselors visit with 5th graders and do online course requests, Barr Middle School visit</i></p> <p><b>Evidence: 5th Grade Visit Agenda (information from Barr Middle School)</b>  <b>Evidence: Counselor Checklist with visiting with 5th Graders</b></p>	

## 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.
<p><b>The School Improvement Plan identifies strategies for best practice Tier 1 instruction in the classroom. Specifically, trainings were provided on increasing “Opportunities to Respond” for students through collaborative learning experiences as a strategy (i.e. teaming, Agree/Disagree Cards, Summary Mats, Vertical Surfaces). The School Improvement Plan also identifies strategies for identifying and adjusting student needs for Tier 2 and Tier 3 Reading and Math intervention, based on data.</b></p> <p><i>6.1 Opportunities to respond creates quality learning experiences (A/D Cards, Summary Mats, Vertical Surfaces), Use of data to drive tier 2 academic interventions, Use of data to identify students who need tier 2 behavioral interventions.</i></p> <p><b>Evidence: School Improvement Plan (Academic Support Plan)</b>  <b>Evidence: School Improvement Plan (Behavioral Support Plan)</b>  <b>Evidence: Professional Learning Slideshows around these strategies</b></p>	

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**7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds**

<b>7.1</b>	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>
<b>N/A</b>	