

Title I Schoolwide Plan Cover Page

District Name:	Grand Island Public Schools
School Name:	Knickrehm Elementary School
County-District-School Number: <i>xx-xxxx-xxx</i>	40-0002-013
Grades Served 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>SEL</u>
School Principal Name:	Mrs. Opal Bentley
School Principal Email Address:	obentley@gips.org
School Mailing Address:	2013 N. Oak Street Grand Island, NE 68801
School Phone Number:	308-385-5927
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: 3/16/2024

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

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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<p align="center"><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center">Robin Harding Rob Bishop Sydeny Hespe Melessia Rice Angela Jenness Ashley Laird Jennifer Kurpgeweit Kayla Gibson Stacy Booker</p> <p align="center">_____ _____ _____</p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"><u>Parent Administrator</u></p> <p align="center">Instructional Coach Social Emotional Cognitive Learning Coach 2nd Grade Teacher EL Teacher SE Teacher Kindergarten Teacher Parent</p> <p align="center">_____ _____ _____</p>
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School Information
(As of the last Friday in September)

Enrollment: 184	Average Class Size: 18.4	Number of Certified Instruction Staff: 17
Race and Ethnicity Percentages		
White: 28%	Hispanic: 68%	Asian: 0%
Black/African American: 1%	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 1%	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 83 %	English Learner: 26 %	Mobility: 15.56 %

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

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	<p><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>
<p>Data is the foundation of decision making at Knickrehm. Knickrehm staff members analyze district data, school-wide data, and classroom data to make instructional decisions to meet the needs of all students. Sources of data include but are not limited to MAP, NSCAS, DIBELS, Panorama, and Behavioral Data. Disaggregating formative and summative data from all of these various sources drives instruction that is carefully designed to close learning gaps and ensure that students are receiving an education tailored to their needs. This year data analysis is being supported by a Professional Learning Communities (PLC) structure. Within PLCs, teacher teams set goals based on state standards, plan instruction, gather and analyze data, and provide differentiated instruction for all students. Student data is analyzed to reveal student strengths and areas needing additional support. Then teacher teams collaborate to plan for and provide individualized instruction</p> <p>2) Panorama Student/Staff/Family Perception Survey Results 3) Synergy Behavioral Data 2019-2020, 2020-2021*</p> <p>4) PLC Progression 5) Data Rounds Spring 2021*</p>	
1.2	<p><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>
<p>Knickrehm parents were asked to fill out a survey during parent-teacher conferences to communicate both areas of strengths and concerns for the school (2019-2020.) Computers were set up and staffed near the entrance of the building. As parents were leaving the building, they were asked to fill out the survey to give us feedback on how we were doing. This survey was available online as well. Parents were also asked to fill out a Panorama survey during the fall of 2020. This data helped to drive additional School Leadership teams and Additionally, parents and community members were regularly invited for formal and informal conversations and were used as sources of information, such as the beginning of the year meet-and-greet, Title I nights, ELL nights, wellness activities, and field day. 2019-2020, Parent meetings conducted virtually 2020-2021 due to COVID protocols.</p> <p>The Title 1 Parent Meeting was also used as a platform for parents to give feedback and share their hopes and dreams for Knickrehm. During the 2020-2021 School year was conducted via zoom, with additional meeting time designated for parents to provide feedback.</p> <p>Panorama Parent Survey Results Title 1 Parents Meeting 2020-2021*</p>	

1.3	<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>The School Improvement Team met at the GIPS Academic Summit in May of 2020 to begin the development of our Knickrehm School Improvement Plan. At this time we focused on and updated our Instructional Vision, in turn driving our school improvement plan, professional learning, and staff growth goals.</p> <p>Instructional Vision: At Knickrehm we work collaboratively (within Professional Learning Communities) to deliver standards based, high impact instruction. Growth and achievement will be monitored and celebrated student by student and skill by skill both academically and socially. All students and staff deserve a safe learning environment, where we all feel valued (respected) and where we all can engage and achieve at our greatest potential (responsible). Action board data is collected monthly to determine growth towards our school improvement plan.</p> <p>1) School Improvement Plan* 2) Instructional Vision* 3) Academic Summit Agenda* 4) All School Feedback Routines/Procedures/Instructional Vision Meeting*</p>	

2. Schoolwide reform strategies

2.1	<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>Discipline and academic data are monitored quarterly. Students identified as at risk are enrolled in Tier 2 academic or Behavioral interventions to match their needs. CICO team, and RTI teams progress monitor data monthly to determine additional layers of support needed. Check-In, Check-Out, Dreambox (Math) Amplify (Reading) provide resources needed to teachers to deliver interventions and support. PLC and RTI meetings help determine what students need to be enrolled in additional layers of support. Progress monitoring is put in place for all students receiving additional support, and adjustments are made based on students' response.</p> <p>CICO Information* Dreambox* Amplify*</p>	

3. High quality and ongoing professional development

3.1	<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 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).</p> <p>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</p>	

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.

5 Effective Classroom Practices (ALL Staff)*
 Positive Behavioral Support Training*
 Coaching Cycles*

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. 22, 2021), we revisited it and made changes accordingly (no changes). A final copy was sent to parents via email and posted on the website. We will plan on sharing the School Parent-Compact information with parents during our back to school night 2021, and our Kindergarten orientation (May 2021). For the 2020-2021 school year we had a Family Communication coordinator that was able to make calls and facilitate conversations with teachers and families before and afterschool. Teachers could also schedule times to have our coordinator available to meet the needs of the parents.

2020-2021 Parents Meeting*
 Welcome Letter*
 School Messenger Weekly Communication with Email/Text Messages.
 School Parent Compact Review
 Knickrehm Family Communication Coordinator*

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. 22, 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. We will revisit this in an attempt to get greater feedback when COVID protocols are lifted and parents are allowed back in the building. We will also share this plan with incoming Kindergarten students at the family orientation. (May 15th, 2021). The Title 1 Parent and Family Engagement plan will continue to evolve to meet the needs our families and students.

Family Engagement Plan*

4.3	<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>Knickrehm held its annual Title 1 Parents meeting on 2/22/21 via Zoom. The information was shared, the Parent Compact was reviewed, and parents had an opportunity to provide feedback, and add recommendations to Knickrehm Elementary Title 1 plan.</p> <p>Title 1 Presentation*</p>	

5. Transition Plan

5.1	<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>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 acquisition in the case of children identified as English language learners.</p> <p>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.</p> <p>K Readiness Facebook Videos</p>	

ECE Kindergarten Transitions
Kindergarten Discovery
May 7th Ready Video

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. 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.

During the 2021-2022 school year and beyond, Knickrehm Elementary will implement the after school Academic Club This club will allow cross grade level teams to engage in personalized direct instruction differentiated for student need. Students will be identified for the academic club based on MAP growth projections and proximity towards projected proficiency. MAP and DIBELS data will be used to identify students, Dreambox and Amplify resources will be used to support instruction.

During the 2020-2021 school year Knickrehm Elementary introduced "grab and go" breakfast meals free to all students to ensure that they arrive to class on time, yet still are able to receive a free breakfast. This increased Social Emotional Learning (SEL) in the classroom and mitigated effects of tardiness on lost instructional time. Doors open at 7:30, with "grab and go breakfast" beginning in classrooms at 7:45am. Additional virtual learning opportunities will be available and supported for summer learning in conjunction with our summer feeding program. During the summer of 2021-2022, students will have opportunities for extended learning including targeted summer school support. Power Camp for summer enrichment, and access to digital devices.

Amplify Reading
Dreambox Math
Summer School
Power Camp