

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:	Grand Island Public Schools
County Dist. No.:	40-0002-000
School Name:	Jefferson Elementary School
County District School Number:	40-0002-008
School Grade span:	K-5
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Other _____ (Specify) _____
School Principal Name:	Sheree Stockwell
School Principal Email Address:	sstockwell@gips.org
School Mailing Address:	315 Wyandotte Grand Island, NE 68801
School Phone Number:	308.385.5922
Additional Authorized Contact Person (Optional):	Kate Crowe
Email of Additional Contact Person:	kcrowe@gips.org
Superintendent Name:	Dr. Tawana Grover
Superintendent Email Address:	tgrover@gips.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Molly Clark Julie Armstrong Kayla Stutzman Cheri Felton Ashley Collins Rebecca Wilhelmi Nichole Janulewicz Sarah Sell _____ _____ _____ _____	<u>Parent</u> Teacher, 1st grade Teacher, 3rd grade Teacher, 3rd grade Teacher, 3rd grade ELL Teacher Teacher, 4th grade Instructional Coach _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 330	Average Class Size: 20	Number of Certified Instruction Staff: 29
Race and Ethnicity Percentages		
White: 26 %	Hispanic: 68 %	Asian: <1 %
Black/African American: 5 %	American Indian/Alaskan Native: <1 %	
Native Hawaiian or Other Pacific Islander: <1 %	Two or More Races: <1 %	
Other Demographics Percentages		
Poverty: 85 %	English Learner: 39 %	Mobility: 22 %

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

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	<i>Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
Our team met and analyzed NESAs (from 2017 results) and MAP scores (from the Fall 2017 Assessment). We looked at sub groups and areas where certain groups did better than others. They noticed there wasn't a	

substantial difference in subgroups. Our instructional coach and RTI chair person met with teachers and decided who needs to be in RTI for more academic support.

The district provided data training at the Academic Summit to help administrators and instructional coaches understand how to disaggregate data by subgroups and how to analyze data.

FOLDER: MAP AND NESAS data, Academic Summit Slideshow

1.2

Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.

We used a survey provided by the district (from NDE) that was given in Feb. 2017 to assess needs and perceptions. From that survey, we saw that parents do not believe there is enough supervision before and after school, so we added more supervision at these times. We also saw that parents do not believe students show respect for other students, so with our guidance counseling time, this is being addressed. Our guidance time was increased to once a week for 50 minutes (formerly every other week for about 25 minutes). Positive slips are also used to reinforce when students are respectful of each other.

We also have a PTO meeting once a month that serves as a way for us to hear from parents and any concerns they have. Parents have let us know that they want a book fair. They also would like fundraising to toward recess equipment.

Our internet site us has a "contact us" form for parents to ask question, make comments, and address concerns. One parent has used this contact means to ask a question about a transfer. We were able to answer her question.

Because of our move to a temporary location in 2017-19, busing was a needed service. We surveyed parents at conferences to see where the stops would be most beneficial and to see how many students planned on riding the buses. We used that data to plan the 4 bus stops.

FOLDER: Parent Survey Results, Bus Survey, Contact Us Form, PTO Meeting Schedule and Sample of Calendar we send home each month

1.3

Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.

Our Continuous School Improvement Plan consists of a reading goal (our biggest area of deficiency) and has action steps to address areas of need in reading and overall instruction. We restructured our grade level meetings to have focused Professional Learning Community time (teachers analyze student success, share instructional strategies and create lesson plans together). We also emphasized standards-based planning. RTI also became regularly monitored.

FOLDER: SIP Plan

2. Schoolwide reform strategies

2.1

Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards

	<i>and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.</i>
<p>The Response to Intervention Teams meet once a month to review the progress of students. They identify students with concerns, monitor interventions and progress, and adjust plans accordingly. Each grade level categorizes students into Tier 1, 2, 3 depending on his/her needs. Tier 1 is general instruction. If a student is not making progress, they move to another RTI Tier with more interventions and supports. Individual progress is tracked on his/her individual form. Interventions used include phonemic awareness, guided reading, sound partners, visualization and verbalization, social groups, Circle of Friends groups, and behavior goal sheets.</p> <p>FOLDER: Sample of grade level documentation per grade and per student</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>Paraprofessionals complete the "Project Para" training and testing online. Our paras who have passed this training are listed. Interpreters attend additional training throughout the year. Special Education paras hired through CNSSP complete additional training.</p> <p>Every effort is made to ensure that the paraeducators assigned to Title 1 schools have either attained the required college credit or have passed the Master Teacher Paraeducator training program. The Master Teacher Paraeducator program is provided at no cost to the employee, and records are kept on file in the GIPS Human Resource department. A stipend of \$.50 per hour is paid to paraeducators who are hired and have either an associate degree or 48 hours of college credit. Staff members hired who do not meet the aforementioned criteria for collegedegree/credit are required to complete our internal training and assessment (from The Master Teacher or UNL Project Para). Upon successfully completing those assessments, the paraeducators are paid a \$.25 per hour stipend.</p> <p>FOLDER: Para list, Interpreter Schedule for training, Special Education Para Training</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.</i>
<p>Jefferson became a Learning Sciences Institute Demonstration School for Rigor this year. Teachers participated in various days of professional learning, including a Vision Day (Identifying Instructional Vision and establishing roles in student groups), Implementing Professional Learning Communities, Tracking students who meet/don't meet standards, Using Success Criteria, Using Mini Lessons and Teaming in instruction. All teachers also participated in Checks for Implementation throughout the year. They visited classrooms and saw how professional learning was being used during instruction and then gave feedback to teachers regarding implementation.</p> <p>Teachers also participate in Curriculum, Instruction, and Assessment meetings once a month with their grade level/content area from across the district. This year's emphasis is on Science standards and resources.</p>	

In addition to instructional professional learning, our staff participated in Trauma 101 & Recovery Training. A certified Region 3 trainer presented to us. Our staff saw a need to better understand students and families who have experienced and are experiencing trauma, so we scheduled the training. With the training, teachers have better background knowledge to know how to present instruction in a sensitive way and know how to meet student needs in another way.

FOLDER: Professional Learning Attendance, Trauma 101 & Recovery Attendance

5. Strategies to increase parental and family engagement

5.1 *Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

The previous compact was reviewed at the Annual Title 1 Meeting on Oct. 16, 2017 (see 5.3). Parents agreed to revise it later this year during PTO and Title Meeting.

The compact requirements were presented, sample compacts were looked at, and the compact was written with teachers and 5 parents at a PTO and Title 1 meeting on Nov. 20. Copies of the compact were reviewed with families at Parent Teacher Conferences.

FOLDER: Compact, Nov. 20 PTO Agenda

5.2 *Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.*

The Policy was reviewed at the Annual Title Meeting on Oct. 16, 2017 (see 5.3) and the group agreed to review it again later in the year at a PTO and Title Meeting.

In the February PTO and Title Meeting, the group looked at the district policy for family engagement when considering how to make our own school policy. When looking at the district policy, the group decided to adopt the district policy. We considered additions and changes and decided to keep what the district has. Copies of the policy were sent home on Feb. 26, 2018.

FOLDER: Parent and Family Engagemeny Policy, PTO Agenda

5.3 *Please provide a narrative below explaining how, when and where 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.*

The annual Title I meeting was held at the Public Library on Oct. 16, 2017. Teachers, district staff, and 5 parents were present. Principal Sheree Stockwell presented on Title 1. The group reviewed the Parent and Family Engagement Policy as well as the Compact. They adopted the current policy and compact and agreed to update and revise them later in the year during monthly PTO meetings, which they agreed to be a part of throughout the year.

FOLDER: Title 1 Annual Meeting Presentation, Title 1 meeting agenda, Title 1 Sign in

6. Transition Plan

6.1	<i>Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>Preschool to Kindergarten Transition</p> <p>Following registration (May 8, 9, 10, 2018), Kindergarteners are invited to an orientation in late May (May 15, 2018). Students spend time in the classroom doing activities and meeting current kindergartens and teachers. Parents have an informational meeting with the principal to visit about next steps, answer questions and tour the school. Students that attended the GIPS Preschool program are also invited to attend the orientation. If the preschool students have special needs, an additional transition meeting is added. A Kindergarten teacher and the principal visit sites to observe students (ELC, Headstart).</p> <p>K Discovery was a district initiative to help find the best learning environment for Kindergarten students. Students were not initially assigned to a classroom. During the first week of school, Kindergarten students rotated through all of the Kindergarten classrooms/teachers in order to make the most informed decisions concerning student placement.</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 was then addressed with parents during the second parent/teacher conferences in early February. Teachers 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. The preschool teachers will complete a checklist that was 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 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 (Rtl), 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</p>	

<p>parents. Preschool staff members will also be available to assist with transition needs in the fall if the kindergarten teacher needs assistance.</p> <p>FOLDER: Registration info, K Orientation Dates, Sample of checklist and GOLD info</p>	
6.2	<p><i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for high school programs) Supporting documentation may also be placed in the corresponding folder.</i></p> <p>Fifth grade students are transported to the middle school to meet teachers, explore the building, and eat lunch in the cafeteria. A parent meeting at the middle school is also offered in the evening following the student day so parents and students can ask questions.</p> <p>The middle school principal visits the elementary site as well. A presentation is given and questions from students are asked and answered. The teachers give feedback to the principal for grouping students in teams for the sixth grade year. 6th grade teachers also receive digital copies of students' RtI information. The elementary principal also contacts the middle school principal for information regarding students with special needs.</p> <p>When school starts August 16, sixth grade students are the only ones in the building for a day, allowing them to learn to navigate without the upper grades.</p> <p>FOLDER: 5th grade orientation dates for students and parents, Student calendar (see Aug. 16), copy of student RtI file</p>
6.3	<p><i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary) Supporting documentation may also be placed in the corresponding folder.</i></p> <p>NA</p>
6.4	<p><i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i></p> <p>NA</p>

7. Strategies to address areas of need

7.1	<p><i>Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.</i></p> <p>What I Need Time (WIN Time) is scheduled every day for each grade. It has given the opportunity for students to have 30 minutes of intervention during the day without missing other areas of instruction. Teachers consider student assessment scores (see 1.1) and formative data and also use the RTI process (see 2.1) to know where to focus interventions for students.</p> <p>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.</p>
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POWER Camp is a new addition to Summer Programming. It focuses on mindfulness and enrichment opportunities including art, music, movement, games, and field trips. Any student can attend POWER Camp.

FOLDER: WIN Schedule, Summer School Opportunities

8. Coordination & integration of Federal, State and local services & programs

8.1

Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.

The Grand Island Public Schools (GIPS) works to integrate Federal, State, and local funds to support student learning. The GIPS Teaching and Learning Team is made up of district coordinators and directors representing programs serving various student populations. This team meets weekly to coordinate funding, professional learning, integrated services, and monitoring of progress. Title 1 funds are used to support an Instructional Coach in each Title 1 building to improve implementation of specific teaching strategies. Title IIA funds support district wide professional development to support focused planning, data analysis, and instructional strategies. GIPS uses IDEA funds to support the elementary Skills Academy to support students with behavioral and academic needs and to provide professional development to support inclusion of students with disabilities in the general education environment.

The district employs a coordinator of homeless services who works with area shelters and institutions to ensure that students are attending school utilizing district poverty funds, Title I, and McKinney Vento funds. Each elementary is supported by a Social Worker supported by district poverty funds. The Assoc. Supt. for Student Services is a member of the Hall County Community Collaborative (H3C) that works with community agencies to provide support for homeless, LEP students and families, and neglected and delinquent youth. H3C funds also provide additional expanded learning opportunities and after school programs, such as FAST (Families and Schools Together) to support and increase family engagement. District funds are available to support students and parents in addressing issues our students are facing due to peer pressure, poverty, and language barriers such as transportation. Local funds are used for the Discovery Program to support students in developing self-esteem in an after school program. This program is provided by the Central Nebraska Council on Alcoholism and Addictions.

FOLDER: District Budget Policy