

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:	Knickrehm Elementary
County District School Number:	40-0002-013
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	X Reading/Language Arts X Math X Other (Specify) Climate/ Culture
School Principal Name:	Mrs. Kelly Klanecky
School Principal Email Address:	kklanecky@gips.org
School Mailing Address:	2013 N Oak St. Grand Island, NE 68801
School Phone Number:	308-385-5927
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>
Mrs. Kelly Klanecky Mr. Grant Bachman Ms. Angela Jenness Ms. Sydney Gartner Mrs. Ashley Laird Mrs. Angie Roby Ms. Jordan Smith Ms. Rachel Lewandowski Mrs. Adalita Lucas	Principal Instructional Coach 2nd Grade Teacher 5th Grade Teacher ELL Teacher Integration Specialist 3rd Grade Teacher 1st Grade Teacher Parent

School Information
(As of the last Friday in September)

Enrollment: 223	Average Class Size: 18.6	Number of Certified Instruction Staff: 18.5
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Race and Ethnicity Percentages

White: 25.1 %	Hispanic: 68.6%	Asian: 0 %
Black/African American: 2.2 %	American Indian/Alaskan Native: 4.0 %	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 0 %	

Other Demographics Percentages

Poverty: 88.8 %	English Learner: 27.8%	Mobility: 15.56%
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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 *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.*

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 CPAA, MAP, NeSA, unit math tests, weekly reading tests, quizzes, daily work, diagnostic assessments, and progress monitoring information. 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.

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.*

Knickrehm parents were asked to fill out a survey during parent-teacher conferences to communicate both areas of strengths and concerns for the school. 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. Additionally, parents and community members were regularly invited into the building for activities where informal conversations 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. The Title 1 Parent Meeting was also used as a platform for parents to give feedback and share their hopes and dreams for Knickrehm.

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.*

The Knickrehm School Improvement team decided to take a multi-faceted approach to best meet students' needs and increase student achievement. The three strategies we chose to focus on are:

1. Implement professional learning communities
2. Use the instructional strategy of having students process new information to deepen learning
3. Implement strategies to overcome the effects of poverty

Each of the strategies focuses on an area of need for our school. For example, our Marzano Instructional Framework data indicated that rigorous instruction wasn't being used daily schoolwide. By implementing PLCs, teachers are able to systematically focus on

standards-based planning, student data, and differentiated instruction, which will lead to more rigorous instruction and students more likely to demonstrate proficiency on state assessments.

Another area of need was high quality instructional strategies. Within our Marzano Instructional Model, we chose to focus on Processing New Information because it is a strategy that can be used in any setting and with any subject. We also know that our students struggle to retain new information. By learning about different strategies to use to help students process new information, we believe that we can positively impact student achievement.

Finally, we know that poverty affects the majority of the students at Knickrehm. While we aren't able to change their socioeconomic status, we can use strategies to minimize the effect poverty has on our students. We can focus on learning how poverty affects the brain, providing high-quality extended learning opportunities, and building positive relationships. We believe that the combination of all of these strategies will help us reach our School Improvement goal of increasing overall student achievement.

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 and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.

Through our School Improvement plan, we identified three strategies to address areas of need for Knickrehm.

1. Implement professional learning communities
2. Use the instructional strategy of having students process new information to deepen learning
3. Implement strategies to overcome the effects of poverty

Professional Learning Communities (PLCs) work to meet the needs of all students by planning rigorous, standards-based lessons, analyzing student data, and providing differentiated instruction. The second strategy in our plan also focuses on providing high-quality instruction by having students process new information. Teachers receive extensive training throughout the year to learn about the strategy and implement it in classrooms.

The final initiative focuses on overcoming the effects of poverty by providing high quality extended learning opportunities for students at risk of not meeting proficiency on the State Accountability Assessments. Through the creation of the Knickrehm Academic Club, we are able to target at-risk 3rd, 4th, and 5th graders to receive additional instructional time twice a week for eighteen weeks in language arts and math. Not only do club participants get

additional time with a qualified teacher in a small group setting, they get to participate in enrichment activities including community service, memory strengthening exercises, relationship building, and arts & craft projects.

The Knickrehm Academic Club is a team project, with many staff members and the school administrator contributing. We track daily club attendance and monitor classroom work and State Accountability data to determine the club's effectiveness at increasing student achievement. Teachers can also refer additional students based on classroom data.

All of this is in addition to our core services to support the whole child including a schoolwide counseling program and a school social worker to meet both social-emotional and physical needs.

3. Qualifications of instructional paraprofessionals

3.1

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.

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 college degree/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.

Paraprofessionals are also included in ongoing professional learning opportunities directly pertaining to their role. This includes training on working with kids affected by poverty and learning about District Strategic Goals and School Improvement strategies through staff meetings. Paras are also invited to attend the Summer Institute training.

4. High quality and ongoing professional development

4.1

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.

The GIPS staff is the district's most important resource, and their ongoing growth and development are key to improved academic achievement for all students. 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 along with supporting district priorities identified in our Strategic Plan. These opportunities include but are not limited to attending various conferences, summer learning institute days, and after school teacher seminars; ongoing training on Marzano elements; the use of instructional coaches to improve student learning; and events featuring nationally recognized education speakers.

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 Knickrehm Elementary community works diligently to uphold the School-Parent Compact. Communication is a vital part of providing the best possible education for students. This requires teamwork between parents and teachers. We pulled a group of parents together at our annual Title 1 Parent meeting. During the meeting, parents gave feedback and suggested adjustments to the compact. Compacts were also shared with students and parents during parent teacher conferences.

Additionally, Knickrehm hosted Strong Fathers Strong Families events three times this year to support parents in getting involved in their child(ren)'s education. In August, dads (and moms) were invited to spend the morning visiting their children's classrooms with them to get a better understanding of what school is like for their children. In November, we hosted a Dad and Kid Reading Night teaching dads how to engage their kids with reading. Then in March, we held a Dad and Kid Math Night to learn math games dads can play with their kids at home to reinforce desired math skills.

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.*

Knickrehm Elementary strives to engage and actively involve parents in their child's education. Teachers share the School-Parent Compact with families during fall parent-teacher conferences and discuss how parents can support their child and help them be successful at school. All families get a copy to take home and keep. Ongoing communication with the learning community and regular activities to involve families in the learning environment enhance student achievement and create a climate and culture conducive to learning. Input from the parent group during our annual Title 1 Parent Compact meeting is used in annually reviewing our parent involvement policy and School Improvement Plans. The current policy was reviewed and parents were asked to share their thoughts on the current policy and how to improve it to better meet the needs of Knickrehm families.

5.3	<i>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.</i>
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Knickrehm Elementary strives to engage and actively involve parents in their child's education. In support of this effort, our Title I Night was held in conjunction with a student activity night on February 26th at Knickrehm Elementary. Parents were highly encouraged to attend through the use of Connect Ed messages, newsletters, student planners, emails, notes home, and word of mouth. In an attempt to draw a larger number of families, we worked with Edgerton Export Center to provide a Science demonstration for the kids while parents met to discuss Title 1, the School-Parent Compact, and the Family Engagement Policy.

As part of the meeting, we also reviewed our other opportunities to get involved including FAST families, Strong Fathers Strong Families events, and teaching Junior Achievement classes.

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>
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Preschool to Kindergarten Transition

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).

Kindergarten transition from the preschool 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.

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.

Additionally, to support kindergarten students through the transition, we provide Kindergarten Jumpstart in which kindergarteners spend 3 hours each day for the two weeks leading up to the start of school becoming familiar with Knickrehm. As part of the program, kindergarteners practice lunchroom routines by eating breakfast at school each day, learn and practice routines and expectations in the classroom and throughout the building, get to know staff members, and become familiar with what to expect when school officially starts. Parents were then invited to a Kindergarten Orientation to visit classrooms and ask any questions they had about kindergarten.

The first four days of school, referred to as Kindergarten Discovery, give students another opportunity to become familiar with routines and expectations. After getting to know all the students, teachers take a day to discuss individual students' personalities and divide classes to best meet their needs.

Finally, if a 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 parents. Preschool staff members will also be available to assist with transition needs in the fall if the kindergarten teacher needs assistance.

6.2

Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.

The transition to middle school can be an anxiety-filled time for 5th graders. We work hard each year to ease students' minds and support parents and staff throughout the transition. Knickrehm students visit their respective middle schools in the late spring in order to become familiarized with their new environment, and to make connections with teachers and other adults in the middle school buildings. The visit includes learning the lunchroom routines, touring the building, and meeting staff. Parents are also invited to Middle School Orientations at the respective schools. The middle school administrators then visit Knickrehm 5th graders at Knickrehm to talk with them about middle school and answer any questions they have after their visits. Specialists such as orchestra and band also visit with 5th graders to help them make decisions as to which groups they would like to participate in when they get to middle school.

<p>Student data pertaining to RtI and the student's cumulative file are forwarded to the middle schools. Teams of special education teachers, speech teachers, and other specialists work together to ensure smooth transitions for students with special needs which potentially includes transition visits to the middle school with the resource teacher to work through any roadblocks or potential issues before the start of school.</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 or high school programs) 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>This year's Knickrehm Schoolwide Plan featured alignment between state and federal requirements, district initiatives, building initiatives, and teacher goals in order to allow staff members to intensify their efforts to increase the rigor and quality of learning occurring in Knickrehm classrooms. The Marzano element of Helping Students Process New Information provided a framework for that increase in rigor by requiring students to actively process information during well-structured critical-input experiences and then, importantly, to practice their new skills and deepen their understanding of information through repeated exposures and thoughtfully designed activities. Not only do teachers receive training throughout the year to hone this skill, they also receive coaching and feedback on their implementation.</p> <p>We have also extended our school day by 25 minutes four days a week to provide additional minutes for academic instruction. We've adopted a schoolwide master schedule to protect core instruction in language arts and math as well as setting specific times for providing math and language arts interventions.</p> <p>Additionally, the Knickrehm Academic Club provides additional time beyond the regular school day to focus on language arts and math instruction. The Academic Club is set up to provide small group instruction on core skills as identified in the State Accountability Table of Specs and classroom data and is taught by qualified teachers. Students in the club receive thirty minutes of additional learning time twice a week for 18 weeks.</p>	

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

8.1	<i>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.</i>
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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 Knickrehm students in developing self-esteem in an after school program. This program is provided by the Central Nebraska Council on Alcoholism and Addictions.