

Title I Schoolwide Plan Cover Page

District Name:	Grand Island Public Schools	
School Name:	Lincoln Elementary	
County-District-School Number: <i>xx-xxxx-xxx</i>	40-0002-009	
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. Breanna McDonald	
School Principal Email Address:	bmcdonald@gips.org	
School Mailing Address:	805 N. Beal Street Grand Island, NE 68801	
School Phone Number:	308-385-5924	
Additional Authorized Contact Person (Optional):	Daniel Jaimes	
Email of Additional Contact Person:	djaimediaz@gips.org	
Superintendent Name:	Matt Fisher	
Superintendent Email Address:	mfisher@gips.org	

Date Reviewed: 3/1/2024

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

<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>
<u>Mrs. Maureen Oman</u> <u>Mrs. Breanna McDonald</u> <u>Mrs. Jen Leitschuck</u> <u>Mrs. Krysta Huse</u> <u>Mrs. Brittany Schroder</u> <u>Mr. Beth Schuler</u> <u>Ms. Florina Espinosa</u> <u>Mrs. Leticia Reyes</u> <u>Ms. Jessica Enck</u> <u>Mrs. Graciela Alegria</u> <u>Mrs. Liang O'Brien</u>	<u>Administrator</u> <u>Title 1 Specialist</u> <u>Special Education Teacher</u> <u>MTSS Chair/Interventionist</u> <u>SEL Chair/Third Grade Teacher</u> <u>Fifth Grade Teacher</u> <u>Parent</u> <u>Parent/Paraeducator</u> <u>Preschool Teacher</u> <u>Parent/Paraeducator</u> <u>Community Parent Liaison</u>

School Information
(As of the last Friday in September)

Enrollment: 335	Average Class Size: 20	Number of Certified Instruction Staff: 34
Race and Ethnicity Percentages		
White: 11.5 %	Hispanic: 87 %	Asian: .27 %
Black/African American: .81 %	American Indian/Alaskan Native: 2.7 %	
Native Hawaiian or Other Pacific Islander: .3 %		Two or More Races: .54 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 82 %	English Learner: 41 %	Mobility: 10.45 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	MAP
Panorama Survey	NDE Perception Survey
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>The Lincoln elementary school improvement action plan uses disaggregated data from MAP, DIBELS, NSCAS, STAR 360, Panorama and other common assessments as supporting rationale for selected goal and strategies for the 2021-2022 school year. Actual scores by grade level, teacher and student in English language arts, math and science assist our school community in the development of specific strategies to address all subgroups. Kindergarten and first grade use DIBELS for reading and MAP for math. Second and Third grade uses DIBELS to monitor if students are falling below the 40%ile. Second through fifth grade students are assessed with MAP assessment for both reading and math. Fifth grade also takes MAP for science. These assessments are administered in the fall, winter and spring.</p> <p>In the summer 2021, a district-wide Academic Summit was held. We had four members for Lincoln school attend this virtual meeting. This Lincoln group analyzed data and used it to guide the development of the continuous school improvement (CSI) plan for the 21-22 school year. Student panorama data is used to determine whether students have a safe learning environment and are ready to learn. We used it to guide our school wide positive behavior support plan which impacts our academic goal and strategies.</p> <p>In the fall of 2021, MAP and DIBELS data was analyzed. Students below grade level or proficiency levels (i.e. DIBELS benchmark, MAP 50%ile, or NSCAS-2019) have specific interventions designed to close the gap. IRIP's (Individualized Reading Instruction Plans) were created for students in K-3 and the MTSS process is used for students in all grades based on previous year's academic achievement and classroom progress.</p> <p>Parent input and insight was gathered in the fall 2021 family survey that was administered by the district. With COVID, we could not open the school or have in-person meetings, so we have communicated with families via zoom, notes home and use of our school messenger program. We created parent-teacher communication packets instead of in-person conferences.</p> <p>With Winter MAP's and DIBELS, staff disaggregated individual and grade-level scores during our PLC meetings. We have most of our students in the lower quartiles for MAP. Kindergarten and first grades showed growth on DIBELS reading. We have decided to look at Tier 1/Core Instruction as an area of growth for our staff. The Title 1 Specialist is working with teachers on coaching cycles. We have consulted with an LSI consultant to start some school-wide strategies. Title 1 Specialist and principal are working on giving more feedback to teachers. As the NSCAS is approaching, PLC teams are looking at the standards and test prep to finish the year strong. Intentional interventions with specific skills are being implemented during daily student WIN (What I need time).</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>Lincoln elementary school has gathered information from parents and community to assist in identifying the needs for our school. NDE Parent Perception Data and Panorama fall 2021 data has been used to gain more parent input and insight. Parent teacher conferences were held. There are not many parents at the virtual meetings, so our parent engagement has decreased. We do have a mom's group that meet once a week.</p>

Parents expressed materials to work with at home as a family. Family literacy and math are strengthened by materials purchased to send home with parents participating in the virtual NCFL grant. Materials are sent home with students and the games and activities are rotated every two weeks.	
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>
Our Continuous School Improvement Plan describes our goals and strategies to help students be successful. Lincoln's school improvement plan is on our staff meeting agendas and goals are reviewed regularly. The strategies/actions are discussed to make sure we are meeting our students' needs.	

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>Every 6 weeks, our PLC's meet with our Educational Psychologist, Title 1 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, modified, or stopped.</p> <p>Additional assistance is offered for at-risk students. Lincoln elementary has an EL (English Language Learners) program works with students on language development in areas of reading, writing and speaking. Students that are identified with special education are provided with targeted interventions for students with goals in place for learning needs. Daily "What I Need" (WIN) time ensures that specific skills are taught to all students to address learning gaps. Scheduling for students with special needs has been adjusted so that all students receive core instruction in language arts and math.</p> <p>Lincoln has a Social-Emotional team that meets bi-monthly to discuss student concerns regarding health and human services, family needs, counseling needs, behavior goals and plans.</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 have regularly scheduled training throughout the year. The district provides monthly CIA (Curriculum, Instruction and Assessment) meetings. These professional development opportunities are aligned with the district's goals and needs.</p> <p>Staff meetings provide additional professional development. Our focus on student learning, instruction, data, and other areas that align with the SIP plan. Teachers use this PD to help them plan for effective instruction and help students be successful at school.</p> <p>Professional Learning Communities (PLC) also provide additional professional development, specifically with data, standards-based planning, student learning and instructional strategies.</p> <p>Paraeducators were offered training this year. They learned strategies to use in the classroom.</p>	

4. Strategies to increase parent and family engagement

4.1	<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>
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The School-Parent Compact is made available to parents online. This year, at our Annual Title Meeting (February 3, 2022), we revisited it and made changes accordingly. Following our meeting, a final copy was sent to parents via email and posted on the school website. The school-parent compact is placed in a folder for all new families.

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 (9220.1) at our Annual Meeting on February 3, 2022. 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.*

The Lincoln Annual Title 1 parent meeting was held on February 3, 2022. A slideshow was used to explain why Lincoln school is a Title 1 school and how our school participates in this program. Feedback gathered from this meeting has helped guide our efforts to connect home and school.

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 Lincoln 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. We are excited for the 21-22 school year as it will be on site for all incoming Kindergarten parents. 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	<i>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).</i>
<p>Our 5th grade transition meeting is being held on May 11. Lincoln 5th graders and all feeder schools will be visiting Walnut middle school during the school day and then a parent night will be held that evening. Students will with middle school administrators and hear about middle school (allowing time for Q&A), and then each group of students will walk through the school and see where the sixth grade classes are held. Students also get to each lunch at Walnut. That evening, parents will be invited to Walnut to hear about middle school from the school leaders, and parents could ask questions about middle school. Walnut school counselors will visit the elementary to develop a school schedule for sixth grade.</p> <p>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.</p>	

6. Strategies to address areas of need

6.1	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
<p>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, MTSS notes, data spreadsheets)</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 MTSS process are invited to attend.</p> <p>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.</p> <p>Lincoln staff have plans to develop an after school is out opportunity at Lincoln school for students that are not invited to the district-wide summer school.</p>	