

Title I Schoolwide Plan

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

Date of Review:	12/9/2024
District Name:	Hall County School District 2 Grand Island Public Schools
School Name:	Dodge Elementary School
County-District-School Number: xx-xxxx-xxx	40-0002-006
Grades Served with Title I-A Funds: (PK is rarely served)	K-5
Preschool program is supported with Title I funds. (Mark appropriate box)	X Yes ☐ No
Summer school program is supported with Title I funds. (Mark appropriate box)	X Yes ☐ No
Indicate subject area(s) of focus in this Schoolwide Plan.	X Reading/Language Arts X Math X Other (Specify) <u>Social Emotional Learning</u>
School Principal Name:	Angie Eberle
School Principal Email Address:	aeberle@gips.org
School Mailing Address:	641 South Oak Grand Island, NE 68801
School Phone Number:	308-385-5889
Additional Authorized Contact Person (Optional):	Dr. Kris Schneider
Email of Additional Contact Person:	mschneider@gips.org
Superintendent Name:	Matt Fisher
Superintendent Email Address:	mfisher@gips.org

<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>Angie Eberle</u> <u>Tyler Richardson</u> <u>Sara Robinson</u> <u>Tracey Trampe</u> <u>Kaitie Warner</u> <u>Carmen Cabrales</u> 	<u>Administrator</u> <u>EL Teacher</u> <u>Academic Support Coach</u> <u>Counselor</u> <u>2nd Grade Teacher</u> <u>Parent</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 407	Average Class Size: 21.5	Number of Certified Instruction Staff: 37
Race and Ethnicity Percentages		
White: 17.49 %	Hispanic: 65.25%	Asian: .67%
Black/African American: 13.45%	American Indian/Alaskan Native: .67 %	
Native Hawaiian or Other Pacific Islander: .9 %		Two or More Races: 1.57%
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 91.26%	English Learner: 45.13%	Mobility: 7.13 %

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

Confirm all Instructional Paras are Qualified according to ESSA.	X Yes ☐ No
--	-----------------------------------

The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

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

1. Comprehensive Needs Assessment

1.1	<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>
Team members use district data, schoolwide data, and classroom data to make educational decisions to best meet the needs of students at Dodge Elementary. Data is the driving force behind our school improvement plan. Students in grades K-2 are assessed three times per year to document progress using DIBELS (reading) and MAP (math). Additionally, students in 3-5 are assessed using DIBELS, MAP, and NSCAS. DIBELS are taken three times per year. MAP is taken in the fall and winter, and NSCAS is taken in the spring. Lastly, fifth graders also take the NSCAS Science Assessment. The assessment results are utilized to guide the plan and determine the need for adjustments. Staff meetings, professional development days, and teacher plan time are also used to collect timely evidence. Professional learning days and the MTSS process guide the analysis of data, discovering the student demographics and learning results in each grade level. MAP and DIBELS, along with formative assessments, are used to monitor individual student progress. Professional learning communities are then utilized to create SMART goals driving the school-wide goal for improvement. Grade-level teams meet weekly for 50 minutes to use formative data to drive instruction. PLCs also determine WIN (What I Need) intervention groups for all students (at, below, above) and monitor those interventions for MTSS (Multi-Tiered System of Support).	
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>
An annual parent meeting is held to gather parent input on the engagement policy as well as the compact. SIP surveys are taken by parents/guardians, certified and classified staff, and students. The parents/guardians complete the survey at the February parent/teacher conference. A table is set up at the front door and the principal, social worker, and guidance counselor alternate greeting at the door and asking adults to complete the online survey. The staff surveys are completed online in the spring and the student surveys are completed online with the counselor and the media specialist utilizing the Panorama platform. All surveys are compiled by the district office and the results are analyzed by the team. Classroom teachers also ask parents for information pertaining to their child in August to ensure a smooth transition and create open communication. The School Improvement Team focuses primarily on the SIP surveys that are taken by staff, parents, and students for guiding planning decisions. Parent Teacher Organization meets once a month to discuss school needs and create plans for upcoming events such as dine-out nights, fundraising, and family events. A parent from this organization is also a part of our Title 1 Planning Team.	

1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
The building leadership teams (Academic and Positive Supports) analyze the root causes using schoolwide data, develop improvement strategies, and then create action steps. The action steps are detailed with the person(s) accountable, how the progress will be measured, a timeline, and resources needed. The plan adjusts as necessary throughout the year as the team meets monthly and monitors progress using schoolwide data. The team keeps track of meetings and progress using detailed meeting agendas.	

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.</i>
Professional learning communities (PLCs) are utilized to create SMART goals driving the school-wide goal for improvement. Grade-level teams meet weekly for 50 minutes to use formative data to drive instruction. Notes and next steps are organized on individual grade-level agendas. Continuous adjustments are made to meet the needs of all students through the formative assessment process. PLCs and the MTSS Process also help determine WIN (What I Need) intervention groups for all students (at, below, and above). Classroom teachers monitor those interventions. The WIN intervention groups occur daily for 30 minutes(Reading WIN) and 25 minutes (Math WIN). Meetings are conducted as necessary for students who do not make adequate progress during the intervention time. The Welcome Center assesses new EL students and their families to the district. The Center provides families with resources and help to understand the school system. The assessment process helps Dodge provide the appropriate placement and support for the student. Special Education is another program available to support students, families, and staff. The district offers a Social Emotional Creative Arts (SECA) class where students learn concepts dealing with self-advocacy and problem-solving, while also doing art projects. The school counselor teaches lessons to all students through a bullying unit and a child protection unit. The implementation of the formative assessment process at Dodge Elementary has increased the ability of staff to identify the needs of students exceeding and falling below grade-level standards. Checks for understanding as well as common formative assessments are given to drive instruction in the classroom. The academic support coach assists grade-level teams in analyzing student work and increasing the effectiveness of the feedback teachers give students. Students whose needs are not being met with classroom interventions, either struggling to meet the standards or exceeding the standards to a great degree, are discussed during the MTSS process. Dodge teachers collaborate weekly to analyze student data and work to increase student growth. The building leadership teams monitor the progress in the building through DIBELS, MAP, and NSCAS. The same process is completed by the grade level teams and students are identified for focused intervention throughout the year but especially in the spring.	

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.</i>
The district provides introductory training and then the building/department provides ongoing training.	

The bi-lingual paras have district monthly meetings and the special education paras have monthly building meetings. All paraprofessionals are scheduled to have the opportunity to plan with the grade-level team they work with throughout the day.

Paras participate in school-wide positive support initiatives and are trained alongside certified staff for the implementation of said initiatives. Every effort is made to ensure that paraeducators assigned to Title I schools have either attained the required college credit or have completed Project Para.

Both certified and classified staff attend the beginning of the year professional learning. This PL focuses on changes to the upcoming school year as well as the upcoming SIP and Behavioral and Academic support plans. Opportunities are provided throughout the year for staff to attend focused, specific professional development bursts. These include topics pertaining to EL (English Learners) as well as classroom management and more.

All staff are included in the abuse and neglect training at the beginning of the year that our social worker and counselor present.

The district's professional development efforts have been designed to directly support the improvement of student's reading comprehension; written communication, understanding of mathematical concepts, backward planning and the formative assessment process, and school and district climate/culture. All required professional development time has been allocated to help achieve either district-wide or school improvement goals.

The GIPS staff is the district's most important resource, and their ongoing growth and development are key to improved teaching and learning. 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. In addition to participation in traditional workshops and conference opportunities, professional development activities are being provided through multiple-day learning opportunities, mostly during the summer months; the use of learning facilitators and math, literacy, and science coaches to enhance instruction; optional and required learning teams (study groups); and several advanced training opportunities designed to expand the staff's capacity to lead various reform.

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.</i>
------------	---

The compact is composed of school responsibilities, parent responsibilities, and student responsibilities. Copies are made available at the annual Title I meeting that is held at the beginning of the school year. All Dodge parents are invited to attend. The invitation, sign-up sheet, and a Powerpoint presentation are in the shared folder. The presentation provides details about Dodge/GIPS, how parents can help and communicate with teachers and explains Title I. The entire group then discusses the previous year's engagement policy and compact in small groups and suggests additions/changes. The policy and compact were agreed upon, final copies were made and then discussed with all parents at the parent-teacher conference in October.

4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.</i>
------------	--

Title I schools have utilized the School District Family Engagement Policy/Procedures. GIPS Title I Schools will be creating school procedures for 2025-2026.

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.</i>
The annual Title I meeting is held at the beginning of the year. Parents provide feedback at this meeting. Corrections/additions are made to the compact. The finalized version is then handed out at the February Parent Teacher Conference.	

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>
In the spring we have Kindergarten Ready. Incoming kindergartners and their parents/guardians attended. They get to tour the school and meet the kindergarten teachers. They are sent home with a welcome gift to get students excited to start school. Likewise, in the spring, special education teachers and positive behavior support coaches go and observe preschool students who receive special education services. They work closely with preschool teachers to ensure a smooth transition from preschool to Kindergarten. In the fall, students who are coming to kindergarten come to school for two days, get to know the building and teachers. They get one day with just kindergartners, one day with everyone, then they have a day off. Teachers collaborate on this day and set up their class rosters for the year. On the evening of the day off, a Kindergarten open house is held where students and families come and meet who their teacher for the year will be. Incoming EL students are directed to the Welcome Center in order to participate in ELPA screening. This provides basic language information and EL placement. The Welcome Center also provides access and resources for families who are coming into the district. They can help families find support such as food and housing, if needed. Newcomer students, 2-5, (students who have had minimal experience in US schools) are able to attend intensive English language-specific classes at an alternate school, with the intent of transitioning back into their grade level at Dodge.	
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>
Students who will be graduating from 5th grade and going to middle school take a tour at Barr Elementary. Barr band and orchestra teachers come and present to the 5th-grade students in the spring. Barr also brings their show choir over to perform for the student body. These are a great way to introduce new opportunities for students. In July, Barr Middle School holds Jumpstart 6 for two days. All incoming 6th Graders are invited to get an early glimpse into the middle school experience. They visit classes, meet teachers, get locker assignments, learn about extracurricular activities, and more. Students who receive special education services also have transition meetings with their case manager and IEP team to support the transition to middle school. When EL students are ready to move on to middle school, EL teachers provide testing and linguistic information to students soon-to-be teachers to best support their transition.	

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>
Dodge provides a variety of opportunities for students within and beyond the school day. Within the school day, students have opportunities to further practice math and reading skills during WIN (What I Need). Outside of school, students are able to participate in STEM activities in Makerspace, after-school math tutoring, Power Camp, and summer school.	

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

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
NA	