

Title I Schoolwide Plan

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

Date of Review:	2/25/2025	
District Name:	Hall County School District 2 Grand Island Public Schools	
School Name:	Howard Elementary	
County-District-School Number: XX-XXXX-XXX	40-0002-007	
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:	Jessica Schroeder	
School Principal Email Address:	jschroeder@gips.org	
School Mailing Address:	502 W. 9th Street Grand Island, NE 68801	
School Phone Number:	308-385-5916	
Additional Authorized Contact Person (Optional):	Sydney Hespe Dr. Kris Schneider	
Email of Additional Contact Person:	shespe@gips.org 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>Melanie Azada</u> <u>Jessica Schroeder</u> <u>Sydney Hespe</u> <u>Caitlin Jesen</u> <u>Bailee Moritz</u> <u>Jason Weseman</u> <u>Amy Anderson</u>	<u>Parent</u> <u>Administrator</u> <u>Administrator</u> <u>Academic Support Coach</u> <u>SE Teacher</u> <u>4th Grade Teacher</u> <u>5th Grade Teacher</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 463	Average Class Size: 22	Number of Certified Instruction Staff: 31
Race and Ethnicity Percentages		
White: 9 %	Hispanic: 87 %	Asian: 0%
Black/African American: 1 %	American Indian/Alaskan Native: 1%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 2 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 100 %	English Learner: 59 %	Mobility: 9 %

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

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>
The Building Leadership Team (BLT) at Howard Elementary convened for an Academic Summit on June 4th - 5th, 2024, with the objectives of 1) establishing a reliable baseline for the current implementation of Universal Tier efforts to measure progress, 2) developing action steps for school improvement in the prioritized areas identified by the A-TFI, and 3) triangulating behavioral referral data, TFI scores, and Panorama student data to pinpoint areas requiring improvement. The BLT meets monthly to guide each grade level in setting proficiency goals for students, tracking and monitoring individual progress, and identifying tailored interventions to ensure effective learning outcomes that address achievement gaps, utilizing data sourced from Dibels, MAP, and NSCAS assessments. The professional learning agendas for meetings held on August 7, August 12, September 20, November 1, January 6, and January 31 include specific tasks for educators to utilize student data for informing decisions related to curriculum, instruction, and assessment. Included among the evidence is a fifth-grade example of a grade-level goal alongside the tracking of student growth from the Beginning of Year (BOY) to the Middle of Year (MOY) assessments in reading using Dibels and NSCAS data.	
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>
Parent input was collected through several channels: 1) Open House events, 2) the Parent Title I Night, 3) interactions with interpreters, counselors, and the principal, who gathered information through phone calls with parents, 4) meetings with our social worker to discuss family challenges that impact children's learning, and 5) feedback obtained during Parent-Teacher conferences. In the spring of 2025, parents received a link to the Panorama survey via email, and reminders were sent through both phone calls and emails to encourage participation. The Building Leadership Team (BLT) uses the survey results to determine the next steps and potential changes needed to better support families. Additionally, during the Title I meeting night, we gather and analyze feedback from families to identify actionable items.	
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
Our improvement initiatives focus on Tier I, II, and III supports to ensure both academic and behavioral success for all students. We utilize the Academic Tiered Fidelity Inventory (ATFI) and the Tiered Fidelity Inventory (TFI) to assess our needs, which subsequently informs the formulation of our school improvement objectives. The Building Leadership Team (BLT) and Positive Support teams convene monthly to analyze data from both academic and behavioral perspectives. From an academic standpoint, we examine DIBELS progress data in conjunction with benchmark assessments to evaluate student growth. Additionally, our weekly grade-level Professional Learning Communities (PLCs) review this data and provide embedded professional development opportunities centered on English Language Arts (ELA) and Mathematics. PLC facilitators guide their teams in weekly discussions regarding student data and lesson planning, facilitating necessary adjustments to ensure that all students remain actively engaged in their learning.	

On the behavioral side, we analyze Big 5 data, which offers insights into the frequency of office referrals and identifies the specific times and locations where these referrals occur most frequently. This information allows us to make informed recommendations to our staff aimed at addressing behaviors that do not align with our expectations of safety, respect, and responsibility. Furthermore, we have developed a strategy for teaching our expected behaviors at three critical intervals throughout the academic year.

2. Schoolwide reform strategies

2.1 *Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.*

During 6 to 9-week intervals, Howard teachers hold MTSS meetings with the principal, assistant principal, instructional coach, school psychologist, and behavior interventionist (when necessary). These meetings occur alongside weekly Professional Learning Communities (PLCs) where we review classroom data to identify students who may require additional support or challenges in both reading and math. We assess whether students are making adequate progress and decide whether to continue the current interventions or make adjustments to enhance student achievement. Additionally, students have the opportunity to engage with online supplemental programs, such as Boost for ELA and Dreambox for math.

3. High quality and ongoing professional development

3.1 *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.*

Teachers and staff at Howard engage in various professional learning opportunities at both the school and district levels. This is evidenced by sample agendas from district and school meetings. Monthly staff meetings, along with designated professional development days throughout the year, emphasize effective teaching practices and provide time for data analysis and lesson planning to enhance instructional strategies.

The training offered covers topics such as:

- Office-managed versus classroom-managed behaviors
- Vocabulary instruction
- Respect agreements
- Data analysis
- Classroom routines and procedures

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.*

The School-Parent Compact is discussed during parent-teacher conferences, where teachers review the compact with parents. It is also revisited at our Title 1 parent meeting 3/24/25, where we solicit feedback and make any necessary adjustments.

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

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 Parent Title meeting was held on 3/24/25 in conjunction with the Family Give Back Night. We had 9+ (some did not sign in) families in attendance. Interpreters were present at this event.	

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>
Howard hosts a Kindergarten Orientation in May, providing an opportunity for students and their families to meet several staff members they will interact with throughout the year, including the Kindergarten teachers, the school nurse, the principals, and the counselor. Additionally, we organize a Kindergarten Jump Start in July, where incoming Kindergartners attend school for 4 ½ days. During this time, we familiarize them with the school environment and their classrooms. Kindergarten students also begin their school year a day earlier than students in grades 1 through 5, allowing them to be the sole students in the building.	
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>
Fifth-grade students will attend Walnut Middle School for sixth, seventh, and eighth grades. Transition activities include visits from the Walnut Principal and counselors in the spring, during which they discuss the various classes offered, such as band and orchestra. Additionally, students will spend a half day in the spring at Walnut, where they will meet their sixth-grade teachers and tour the building. Walnut also hosts a parent night, allowing parents to visit the school alongside their students. Furthermore, a Jump Start program is offered for incoming sixth-grade students in July.	

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>
Howard Elementary offers a variety of after-school activities aimed at learning, including: - Girls/Boy Scouts - Good News Club - Discovery Kids Additionally, we provide a summer school program for K-2 students who are not meeting grade-level standards by the end of the school year. This program runs throughout the month of June and primarily focuses on developing early literacy skills and improving math proficiency. The district also provides a K-4 summer school program in June.	

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>
N/A	