

Title I Schoolwide Plan

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

Date of Review:	2/25/25	
District Name:	Hall County School District 2 Grand Island Public Schools	
School Name:	Jefferson Elementary	
County-District-School Number: xx-xxxx-xxx	40-0002-008	
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.	☒ Reading/Language Arts ☒ Math ☒ Other (Specify) Social Emotional Learning	
School Principal Name:	Kate Crowe	
School Principal Email Address:	kcrowe@gips.org	
School Mailing Address:	1314 W. 7th St. Grand Island, NE 68801	
School Phone Number:	308-395-5922	
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>
Maria Corona Kate Crowe Tausha Jones Ashley Mueller Cheri Felton Holli Hodson Ashley Anderson Abby Miller Jackson Noakes Melissa Martin Rebecca Wilhelmi Carrie Whitcomb	<u>Parent Administrator</u> Academic Coach Kinder Teacher 1st Grade Teacher 2nd Grade Teacher 3rd Grade Teacher 4th Grade Teacher 5th Grade Teacher SE Teacher EL Teacher Counselor/Social Worker

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 352	Average Class Size: 21	Number of Certified Instruction Staff: 24
Race and Ethnicity Percentages		
White: 18 %	Hispanic: 76 %	Asian: 1 %
Black/African American: 1 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 58 %	English Learner: 49 %	Mobility: 4 %

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

Confirm all Instructional Paras are Qualified according to ESSA.	☒ Yes ☐ No
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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>
Each summer, Grand Island Public Schools holds a district-wide event, called the Academic Summit, for all schools. Jefferson takes a team of staff that includes a mix of classroom teachers, special education and/or EL teachers, as well as typically a counselor/social worker to the summit. At the Academic Summit, building teams are led through the process of analyzing data from all available sources to create a continuous school improvement plan (also referred to as our SIP plan) that identifies the needs of the building and creates a plan to support students, particularly those who are at-risk. This plan targets both the academic and positive support needs of Jefferson students. The plan created at Academic Summit is shared with the greater Jefferson staff, then reviewed and adjusted as needed throughout the school year to ensure it continues to support student needs to the greatest extent possible.	
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>
The Panorama Survey is administered yearly to the parents and families of Jefferson students. The survey includes sections on school climate, school safety, and family engagement. These results are analyzed by Jefferson staff members to analyze needs as identified by the families and plan for future improvements.	
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
Our Continuous School Improvement Plan (SIP) describes our goals and strategies to help support student success. Our SIP/Building Leadership Team meets on a regular basis to discuss progress and current needs. Those meetings help measure progress, identify adjustments needed to the plan, and ensure we stay on course to meet our SIP goals.	

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>
In our PLCs, Jefferson classroom teachers meet regularly with our educational psychologist, MTSS Chairs, academic coach, and principal to problem-solve for students who are struggling or not making progress as indicated by assessments and progress monitoring data. That data is used to determine if interventions should be started, continued, or stopped. Our Tier 2 Behavior/Social-Emotional team meets regularly to review referral and behavior data, as well as discuss student concerns regarding health and human services, family needs, counseling needs, behavior goals and plans. Tier 2/3 behavior interventions are initiated, continued, or ceased due to the data and discussions of these meetings. During PLC time, if students are not making progress, or if groups of students are not making progress, teachers talk about how to support students during another time (such as What I Need	

Time) or how tier I instruction might be strengthened to be able to support them. If necessary, teachers will create small groups for re-teaching concepts during What I Need time, or discuss whole group reteaching strategies if Tier I is determined to be a need.

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.

Professional development occurs at both the district and building level. The district holds regular Curriculum, Instruction, and Assessment professional learning, sometimes by grade level and sometimes delivered to all staff. District administration, curriculum coordinators, and task force members drive the agendas and content of those meetings.

At the building level, we also have regular time to meet both during CIA/Building/Prep and Plan days and at building staff meetings. The content of those meetings is driven by our continuous improvement plan. Data collected on building "walks" as well as administrator presence at PLC and other building functions helps to determine the effectiveness of implementation of the material covered at both CIA and building PD.

In addition, new teachers have regular district-level meetings, as well as mentors, to help them continue to develop their skills.

Paras are invited to relevant professional development opportunities, trainings specific to interventions, and have regular meetings with the administration to continue to develop their ability to support students.

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 made available to parents online. It is also sent home at the beginning of each in our "Welcome Back to School" packet. Additionally, It is shared at fall parent-teacher conferences by classroom teachers.

This year, at our Annual Title I meeting, we revisited the existing School-Parent compact, provided an opportunity for parent feedback, and took suggestions for changes (no suggestions were made). The annual meeting was advertised in our weekly newsletter to invite all parents to join. The compact is permanently linked to our electronic school newsletter, so parents always have access.

4.2

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

Parents revisited the policy at our Annual Meeting. At the meeting, parents decided not to make changes to the policy. The policy is permanently linked to our electronic school newsletter, so parents always have access.

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 was held on January 20, 2025 at Jefferson Elementary. Parents were notified of the meeting and invited to participate via the school's weekly electronic newsletter.	

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, the Early Learning Center (ELC) emails a roster of incoming Kindergartners. Jefferson staff go to the ELC to observe students and plan how to support the transition. Teachers from ELC meet with Jefferson staff to discuss the needs of Special Education students so that plans can be made the following year. Kindergarten Ready takes place in the Spring and is one of the first pieces of transitions for students and families. This event allows families to meet with teachers, go on a tour, hear about Kindergarten, and have any questions answered. 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 two 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>
Middle school teachers, counselors, and administrators visit Jefferson to share information about middle school with outgoing 5th graders. Middle school music teachers bring musical instruments over and demonstrate them for students who may have an interest in band. Fifth-grade students are bussed to middle school for a day so they can meet teachers, see the layout of the building, run through a tour/pretend schedule, and become familiar with cafeteria routines. There is also a summer program for incoming sixth graders where they can spend additional time at middle school to increase their comfort with the transition. Communication between elementary and middle school principals, counselors, SE teachers, and classroom teachers helps identify which students may be in need of additional support.	

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>
Our plan provides for time to review student progress/data and allows for us to respond by adjusting our Tier I instruction as well as Tier 2 and 3 interventions. We use intervention (What I Need) time to either provide interventions, extensions, or re-teaching. These areas are based on data collected either daily, from formative assessments, or summative data.	

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 and meet certain criteria are invited to attend.

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.

Jefferson also provides building-level enrichment opportunities throughout the year, such as Jefferson Gents and Gems (social-emotional learning, mindfulness), crochet club, Girl Scouts, and Discovery Kids.

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). *(If you choose not to consolidate, N/A is acceptable.)*

NA