

Title I Schoolwide Plan

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

Date of Review:	01/17/2025	
District Name:	Hall County School District 2 Grand Island Public Schools	
School Name:	Knickrehm Elementary	
County-District-School Number: XX-XXXX-XXX	40-0002-013	
Grades Served with Title I-A Funds: (PK is rarely served)	K-5	
Preschool program is supported with Title I funds. (Mark appropriate box)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Summer school program is supported with Title I funds. (Mark appropriate box)	<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 Social Emotional Learning	
School Principal Name:	Jennie Ritter	
School Principal Email Address:	jritter@gips.org	
School Mailing Address:	2013 N. Oak Street Grand Island, NE 68801	
School Phone Number:	308-385-5927	
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	

<p align="center"><u>Names of Planning Team</u> (include staff, parents & at least one student if Secondary School)</p> <p align="center"> <u>Trevor Cornelius</u> <u>Beth Schott</u> <u>Rebecca Duran</u> <u>Tausha Jones</u> <u>Jennifer Kurpewitz</u> <u>Ashley Laird</u> <u>Chelsi Christensen</u> <u>Rachel Lewandowski</u> <u>Katie Patten</u> <u>Jordan Earnest</u> <u>Jennie Ritter</u> <u>Tracy Senkbile</u> </p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"> <u>4 Teacher</u> <u>5 Teacher</u> <u>Social worker</u> <u>Academic Coach</u> <u>SE Teacher</u> <u>EL Teacher</u> <u>K Teacher</u> <u>1 Teacher</u> <u>2 Teacher</u> <u>3 Teacher</u> <u>Principal</u> <u>Positive Support Monitor/Parent</u> </p>
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School Information
(As of the last Friday in September)

Enrollment: 242	Average Class Size: 20	Number of Certified Instruction Staff: 27 (Not all full time) 17 according to NEP
Race and Ethnicity Percentages		
White: 24 %	Hispanic: 72 %	Asian: .008 %
Black/African American: .008 %	American Indian/Alaskan Native: .004 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0.2 %	
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 65.10	English Learner: 39 %	Mobility: 3.59 %

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

Confirm all Instructional Paras are Qualified according to ESSA.	X Yes <input type="checkbox"/> 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	<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>Data is the foundation of our decision-making process at Knickrehm. At Knickrehm, we analyze data in several ways and have several systems in place. At the classroom level, teachers collect and analyze common assessments both summative and formative during their PLC time and plan time. They use this data to make decisions and give each student what he/she needs to make gap-closing growth. They also look at our normed assessments such as DIBELS and MAPs to help drive what happens during their WIN times for reading and math. Finally, we take time annually to analyze our NSCAS results. We use this data to create grade-level and building school improvement plans. We have days planned over the summer months where grade levels gather and use this data to improve their plans by using the backward design process.</p> <p>Adaptations that we are making for the 25-26 school year are: Cross-grade level PLCs with EL and SE integrated during 1 of the 2 staff meetings held monthly. We will have 4. SE-EL collaborations with grade-level teams throughout the year. We will analyze our Tier 1 remediation and enrichment plan for the 25-26 school year.</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.</i></p>
<p>We have several events throughout the school year that allow parents to give input on the needs of the school and also things that they really appreciate about Knickrehm Elementary. These are based on the community cafe model. We have named ours, "Come, Eat, Talk". We provide food and free childcare during these events. After the events, we have a team that debriefs what was talked about and plans for the next event. We also host an annual Title-1 meeting, where we seek input from parents. Finally, we send out a Panorama survey to our parents at the district level.</p> <p>*Potentially grade-level monthly newsletter</p>	
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i></p>
<p>We have a Building Leadership Team that reviews our Building School Improvement Plan monthly. We have selected two academic goals and two positive support goals. Our academic strategy #1 is shared leadership. Grade-level PLCs meet a minimum of one time per week to engage in standards-based planning and data-driven decisions. We have adjusted our action steps throughout the year. Currently, they are:</p> <ol style="list-style-type: none"> 1. Professional learning and application in the area of "Yes! We Can!" 2. Professional learning and application in the area of "The Big Book of Tools!" and other PLC protocols. 3. We will bring and use data for PLCs using protocols to guide data-driven decisions with a focus on student groups (SE). <p>Our academic strategy #2 is instruction, intervention, and assessment practices. The Building Leadership Team uses a process to ensure that effective universal practices are implemented with fidelity. Learning targets, success criteria, target-task alignment, and verification of learning. We have adjusted our action steps throughout the year. Currently, they are:</p> <ol style="list-style-type: none"> 1. PLCs will construct verification of learning to match essential standards (i.e. formative assessments, summative assessments, and benchmark assessments). 	

2. Monthly trend walks completed by the academic coach and principal.
3. Professional learning and application in the area of “Yes! We Can!”

Our positive support strategy #1 is problem behavior definitions: the school has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (i.e. flowchart) for addressing office-managed versus staff-managed problems. We have adjusted our action steps throughout the year. Currently, they are:

1. Follow the behavior flowchart and maintain our agreed-upon response times and preventative measures such as zones of regulation, small groups with the social worker, and other preventative measures such as pre-corrects and opportunities to respond.
2. Increase communication regarding consequences and next steps after an office referral.
3. Provide student learning centered around behavior expectations, management, and consequences. Train and utilize restorative practices to support students’ social and emotional needs.

Our positive support strategy #2 is professional development: A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (A) teaching school-wide expectations, (B) acknowledging appropriate behavior, (C) correcting errors, and (D) requesting assistance.

1. Professional learning and review of Tier 1 PBIS systems with all staff including coins, and school-wide positive reinforcement systems, CW Fit, restorative circles, breaks, etc.
2. Self-regulation resources and training.
3. Follow our behavior flowchart.

*Reviewed and adjusted annually at the Academic Summit in June.

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.

We have a 3-tiered system of support for academics and behaviors (MTSS). A monthly checklist for [MTSS](#) and [MTSS meetings](#). These happen during our PLC meetings. We select interventions for reading using our DIBELS assessment data. Our current list of reading interventions are:

1. Power Readers (pair with phoneme/grapheme/mapping or other phonics-based intervention)
 - a. Systematic building of one-syllable words to two-syllable words
 - b. Sound stage to build phonemic awareness as students listen and articulate
 - c. Rhyme Time lets students write and sound out decodable words
 - d. Practice decoding and high-frequency words with every story
 - e. Pre-reading and post-reading activity pages with student-friendly questions to gauge comprehension
2. Super Charged Readers (pair with phoneme/grapheme/mapping or other phonics based intervention)
 - a. Phonological awareness
 - b. Decoding, including structural analysis of word parts
 - c. Fluency
 - d. Vocabulary
 - e. Morphological awareness
 - f. Comprehension, including conceptual knowledge
3. Phonics for Reading
 - a. Level 1
 - i. Short Vowels
 - ii. Double Consonants
 - iii. Consonant Blends
 - iv. Consonant Digraphs
 - b. Level 2
 - i. Long Vowels
 - ii. Vowel Teams
 - iii. CVCe Words

- iv. Word Endings
 - v. Vowel-R Sounds
 - c. Level 3
 - i. Letter and Vowel Combinations
 - ii. Prefix-Suffix (Morphology)
 - iii. Minor sounds C and G
 - iv. Minor sounds of Vowel Teams
- 4. Countdown
 - a. Functional Vocabulary
 - b. Rhyming
 - c. Sight Word Automaticity
 - d. Phonemic Awareness
 - i. Beginning sound isolation
 - ii. Blending
 - iii. Segmenting
 - iv. Manipulation
 - e. Alphabetic Principle
 - i. Letter identification
 - ii. Encoding (spelling)
 - iii. Decoding (reading)
- 5. Blast
 - a. Letter Sound Fluency
 - b. Sight Word Automaticity
 - c. Phonemic Awareness
 - d. Phonics Concepts
 - e. Encoding (spelling)
 - f. Decoding (reading)
- 6. HD Word
 - a. Oral Reading Fluency
 - b. Phonemic Awareness
 - c. Phonics Concepts
 - i. Syllable Types
 - ii. Multisyllabic words
 - iii. Blends
 - iv. Digraphs
 - v. Schwa
 - vi. Vowel Teams
 - vii. Vowel R
- 7. Phoneme/Grapheme Mapping
 - a. Phonemic Awareness
 - b. Encoding
 - c. Decoding
 - d. Orthographic Mapping
 - e. Automaticity
 - i. Reading
 - ii. Spelling
 - iii. Fluency
 - f. Sound to Spelling Relationships
- 8. Phonics Plug-In One
 - a. Short Vowels
 - i. One-Syllable Real Words
 - ii. One-Syllable Nonsense
 - b. Digraphs
 - c. Two Syllable Words (no schwa)
 - d. F, L, and S Doubled at End of Word

- e. Three Spellings for K
- f. Two Spellings for W
- g. High Frequency Words
- h. Phonemic Awareness
 - i. Count, Segment, and Blend Syllables
 - ii. Syllables vs. Sounds
 - iii. Segment and Blend Sounds
 - iv. Chaining
 - v. Identification of 1st and last sound
 - vi. Identify and label short and long vowel sounds
- i. Fluency
- j. Vocabulary
- k. Comprehension
- l. Encoding (spelling)
- 9. Morpheme Magic/Morphemes for Littles
 - a. Understanding Basic Morphemes
 - i. Prefix
 - ii. Suffix
 - iii. Roots (-ed rules)
 - b. Word Formation
 - c. Recognizing Patterns
 - i. Plurals
 - d. Grammar Skills
 - i. Tenses
 - ii. Comparatives and Superlatives
 - e. Vocabulary Expansion
 - f. Spelling and Pronunciation
 - g. Morphological Awareness
 - h. Greek Combining Forms
 - i. Advance Word Study
- 10. Six-Minute Solutions
 - a. Oral Reading Fluency
 - b. Word Reading Automaticity
 - c. Comprehension when paired with comprehension questions
- 11. UFLI
 - a. Phoneme blending and segmentation practice
 - b. Accuracy and automaticity of grapheme-phoneme correspondences
 - c. Decoding automaticity of words with previously learned concepts
 - d. Explicit introduction of new concepts
 - e. Decoding and encoding practice
 - f. Reading and spelling irregular words
 - g. Reading and spelling connected text
- 12. CKLA Remediation
 - a. Reteaching opportunity for K-1st and 2nd-5th
 - b. K-1 must have already taught skills before remediation can occur
 - c. 2-5 must administer the diagnostic assessment to place students at correct level
 - d. Can be used for remediation for students who are missing foundational skills (i.e. 1st grader comes to us without having Kindergarten)

Our math intervention is Spring Math. Tier 2 should be for 5-9 students. Tier 3 can have an individualized path (identified by SM). We can supplement using Easy CBM/AIMS Web.

We also have HAL (High-Ability Learners) support for math and reading for grades 2-5.

Other Resources Available for Student Use:

- Amplify Boost (ELA)
- Dreambox (Math)
- Khan Academy (ELA/Math)
- Beast Academy (HAL)
- Epic (ELA)
- Tumblebooks (ELA)
- ReadWorks (ELA)

Our behavior interventions are as follows:

Tier 1:

- Common area expectations
- Classroom expectations
- Classroom respect agreement
- Classroom routines and procedures
- Encouraging expected behavior
- Discouraging unexpected behavior
- Active supervision
- CW Fit
- Zones of Regulation
- Mind Yeti

Tier 2

- Check-In Check-Out (CICO)
- Breaks are Better (BRB)
- Small group direct instruction
- In-house mentoring
- Positive Support Monitor hired out of Title 1 funds to support this process.

Tier 3

- Positive Support Plan
- Fidelity Check
- Intensity Matrix

We have positive support meetings weekly. The team includes our School Psychologist, School Social Worker, District Positive Support Coach, Positive Support Monitor, and Building Principal.

For all academic interventions, we progress-monitor students who fall in the red tier weekly and students who fall in the yellow tier every other week. We analyze this data at our MTSS Academic and Behavior meetings and adjust accordingly.

MTSS plans are developed by teachers following an MTSS referral meeting at which the team determines to move forward with a MTSS Plan and one or more of the following individuals are present at the meeting:

1. MTSS Chair
2. Academic Support Coach
3. Principal

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.

[GIPS District Professional Learning Plan 24-25](#)

Dates	Targeted Audience	Learning outcome(s)	SIP Action Step Addressed	Person(s) Responsible (Organize & Communicate)	Resources Needed
Summer On-Going					
Summer	New Teachers	Asynchronous Training Link			
August 2 7:15-7:45	New Staff Training				
August 5 7:45-3:45	New Staff Training				
August 8 (8:00-11:45)	All Staff including EL/SE	Launch with Review of Standards Based Learning Plan Curriculum updates Leave with a plan of outcomes for the afternoon PLC	Guaranteed and Viable Curriculum PLC	Coordinators-Dr. Buhman is going to build the agenda	ELA/SS What does PLC/Collaborative Plan look/sound like? Include guidance on the agenda/schedule Closure Activity - What do we want to focus our work this afternoon on? What's our goal to accomplish? (unit plan the 1st unit) -rough numbers of EL ans SE at each grade level so I can have the correct amount of copies.
August 9 (8:00-11:45)	All Staff (SE for math) EL separate meeting SE during Science will do Aimsweb	Curriculum updates Leave with a plan of outcomes for the afternoon PLC	Guaranteed and Viable Curriculum PLC	Coordinators	Math/Science Closure Activity - What do we want to focus our work this afternoon on? What's our goal to accomplish?
Fall On-Going	PL Bursts - Utilize current literacy, equity, and math teams (10 minutes)				
August 30 Building Day					
September 20 (8:00-11:00) Resource Based Elementary Agenda	Staff leave with a plan for common formative assessments to answer the question, "How will I know that they know it at the level that we need them to know it?" Ability to make connections to Learning Progressions	Make connection to What students need to know and be able to do? (last year's work-unit planning) Overview of MTSS and connections to district priorities How are you going to know students' know it? Focus on Formative/Short Cycle assessments. Creating the formative assessment - different types Use of academic vocab: What academic vocabulary are you intentionally including in your formative assessments? How will you know students know it the way they need to? (opportunities to respond, speaking, writing). If time - visit tailored instruction	Share trendwalk data - make explicit connections to the data decision process as a model for teachers and clarity on what the district does	Academic Coaches/L4L Coordinators	Tool/protocol PLCs bring either Math or ELA Tie into the Academic Vocabulary--build into the topics Trend walk data Elementary Resource - 8:00-11:00 with GE in Grade Level building teams (sam K-5 EL will be with their buildings)
November 1 (8:00-11:00)		Repeat Sept. 20 with additional layer... How are teachers talking about the formative assessment data? Focus on Writing-bring a common formative assessment focused on writing Use of academic vocab: How do you know they know the vocabulary the way we need to? What have you been trying? Specific strategies.		Academic Coaches/L4L Coordinators	Protocol Planning document connection MTSS connection
Winter On-Going					
January 6 (8:00-11:00)		"" Building Day Elementary Choice Sessions - (2) 1hr15min with 30 minute transition		Academic Coaches/L4L Coordinators	Improving data literacy--Different ways to organize formative data Synergy Just because you provided scaffolds doesn't mean you are providing access-How do you know ALL students are progressing toward the standards? PS table talk sessions
January 31 (8:00-11:00)		Michael Hunter and Linda Farrell presenting Help! My Student Is Stuck At Sound-By-Sound Reading Using Decodable Texts Effectively Fluency Simulation & Looking At DIBELS ORF A New Method For Oral Reading Practice	Instruction and PLCs--How are students using academic language and getting explicit instruction to increase reading skills	Academic Coaches/L4L Coordinators	
Spring On-Going					
March 28 (8:00-11:00)		Writing-OTR-Academic Language		Academic Coaches/L4L Coordinators	
May 2 (8:00-11:00)		MTSS Wrap up -Reflection		Chairs facilitate	Plan agenda with the MTSS Chair in April

August 7th, 2024

- Targets
 - Knowing each other better
 - Understanding the process behind selecting the goals for our school improvement plan
 - Understanding the action steps necessary to achieve our goals on our school improvement plan
 - Understanding and providing input on processes and procedures for the 24-25 school year
 - Being familiar with our resource library - Cougar Links

August 12th, 2024 - Dramse and Hesse - [Positive Behavior Supports](#)

- Targets
 - Behavior Flow Chart that supports Positive Support Strategy 1: 1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (i.e. flowchart) for addressing office-managed versus staff-managed problems. (Action 1: Staff Education)
 - Action 2: Parent Education
 - Action 3: A Plan to provide student learning centered around behavior expectations, management, and consequences. Train and utilize restorative practices to support student social and emotional needs.

August 30th, 2024 - Yes We Can - [Agenda](#) - [Resources](#)

- Targets
 - Understand the moral imperative that ALL means ALL in Grand Island
 - Determine the essential actions of a team in effectively meeting the needs of ALL students
 - Explore what is loose and what is tight on my team, in my class, at our school or in our district

Sep 20, 2024 - [Tier 2 Positive Supports and Behavior Flowchart](#)

- Targets
 - Deepen understanding around the guaranteed and viable Positive Support Framework
 - Understand the core components of the Tier 2 Positive Support Interventions
 - Use the Behavior Flowchart and analyze response to behavior
 - Determine if an incident is a “Major, Minor, Neither”
 - Identify Factual vs Opinionated Synergy Documentation

October 1st, 2024 - Student Grouping and Goal Setting Using Rubrics

- Targets
 - How do we best meet the needs of our students for each essential standards?
 - How do we look at what they already know and build on that knowledge to get them to the next learning progression?
 - What supports do we need to make this happen?
 - How does this fit into our PLC conversations?

October 22, 2024 - [Yes! We Can!](#) Coaching from [Casey Ahner](#)

- Targets
 - Casey will meet with each PLCs to:
 - Give feedback on our PLC processes. What could be refined/improved? What are some celebrations?
 - Help us figure out how to incorporate SE/EL into our PLCs more often without sacrificing student groups being served as needed. Currently, it is 4 times per year.
 - Give us advice on how to best serve some of our students with the highest needs when they are in the regular education setting without push-in support. Help us to know how to adapt materials that grow them, but allow the teacher to be available to other students at the same time.

November 1st, 2024 - [Opportunities to Respond](#)

- Targets
 - Adaptations to our New Schedule - Better Supports for Students
 - Time to Add Opportunities to Respond into our lesson plans with intentionality
 - Send a calendar invite to principal and coach to come watch one of your OTRs
 - Review the GIPS Lesson Plan Model

January 6th, 2024 - [Tier 1 and Tier 2 Positive Supports](#) - Dramse/Eckerman

- Targets
 - Develop common language and understanding around Tier 1 practices
 - Create a consistent response to inappropriate behavior: when it is procedural, kids take it less personal
 - Identify ways to build positive relationships.

February - [Staff Meeting Agenda](#)

- Targets
 - Supporting students with severe behaviors
 - Creating neural pathways
 - Classroom management vs. behavior management
 - 10 Common Problems and Layered Strategies for Supporting Dysregulated Students (article)

Positive Support Monitor PLCS

We will have para PLCs during the 25-26 school year.

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>
<p>We shared the School-Parent Compact with parents at our first round of conferences. Each teacher explained it to the parents and got signatures from families.</p> <p>2024-2025 Parent Meetings</p> <ul style="list-style-type: none">● Knickrehm Back-To-School and Title 1 Meeting - August● I send weekly letters to families that include the lunch menu, school updates, fun pictures, district updates, the breakfast and lunch menu. These go out weekly on Sunday evenings and are translated in English/Spanish. They are sent via email and text.● Community Cafe - 6 times per year - We provide food and childcare. Parents discuss different questions and build community within our building. Our parent leaders then debrief the meeting and note comments mentioned at the meeting. We create new questions and any action steps that need to happen due to things brought up at the previous meeting.● School Parent Compact Review at 1st set of parent-teacher conferences● Positive Office Referrals = a call home to celebrate students● Facebook● Peachjar Announcements for Upcoming Extra-Curricular Activities● October - Family Health and Safety Night● January - Strong Father's Science Night● Mar 27, 2025 - Family Dance Night	
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>
<p>This is linked in our weekly parent newsletters as a permanent fixture - Parent and Family Engagement Policy or Procedure.</p> <p>Title I schools have utilized the School District Family Engagement Policy/Procedures. GIPS Title I Schools will be creating school procedures for 2025-2026</p>	
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>
<p>The Title I parent meeting was held in conjunction with our Back to School Bash.</p> <p>*Science Night *Academic Night *See slides and Family Engagement Plan Holding events at various times to accommodate parents' work schedules.</p>	

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>
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Kindergarten Ready/ Open House is a time for families of incoming kindergarten students to tour the campus and meet teachers and staff who will be interacting with their children. This is also a time when initial parent questions can be answered to help them plan and prepare for a successful transition in August.

Special Education (SE) team will observe in preschool classrooms. The SE team will provide resources to incoming students/families who receive SE services. Discussions with students’ current SE teams are held to discuss student needs. Individualized tours are given when needed. Transition IEP meetings are held in August/September of the student’s kindergarten year.

Kindergarten Meet the Teacher Night is held in August.

Glow Up Day: Students get to spend time building relationships with their future grade-level teachers and work on a project.

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>
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5th grade students and families have the opportunity to interact with the students’ next campus and meet teachers and staff that will be interacting with their child(ren). This is also a time when initial parent questions can be answered to help them plan and prepare for a successful transition in August.

Activities include:

- Student tour of the School: April 30th 5th grade visits; April 30th Family Night @ Westridge for parents
- Band Visit and/or Show Choir to show students extra-curricular opportunities in middle school
- IEP Transition: in May SE team meets to discuss students who receive SE services needs in Middle School, middle school personnel will observe 5th-grade students with IEPs and provide resources (i.e. social stories, etc.).
- 5th Grade Celebration: May 16th @ middle school
- In May middle school counselors will meet with students to register for classes.
- Social worker meets with middle school counselors to discuss student needs
- Jump Start 6 is held in July/August to help with the transition to middle school

EL exit paperwork signed by staff and families for students transitioning to middle school.

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>
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Sharing login for various resources to work on at home.
 Take-home activities at academic nights.
 Newsletter sharing opportunities
 Health and Safety Night and Open House - community resources available

Power Camp
Summer Strong - District Title I Summer School
Summer Adventure Stuhr Museum Camp for students with limited opportunities and ACEs

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	