

# Title I Schoolwide Plan

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

Date of Review:	3/1/25	
District Name:	Hall County School District 2 Grand Island Public Schools	
School Name:	Starr Elementary	
County-District-School Number: xx-xxxx-xxx	40-0002-012	
Grades <b>Served</b> with Title I-A Funds: (PK is rarely served)	K-5	
Preschool program is supported with Title I funds. (Mark appropriate box)	X Yes <input type="checkbox"/> No	
Summer school program is supported with Title I funds. (Mark appropriate box)	X 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:	Selena Valentine	
School Principal Email Address:	svalentine@gips.org	
School Mailing Address:	1800 S. Adams Street Grand Island, NE 68801	
School Phone Number:	308-385-5882	
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> <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p align="center"> <u>Selena Valentine</u>  <u>Nicki Nesvara</u>  <u>Rochelle Anderson</u>  <u>Hannah Luber</u>  <u>Alison Zitterkopf</u>  <u>Deanna Rundle</u>  <u>Tonia Schmall</u>  <u>Jessica Liske</u>    <u>      </u>  <u>      </u>  <u>      </u>  <u>      </u> </p>	<p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"> <u>Administrator</u>  <u>Social Worker</u>  <u>Counselor</u>  <u>2nd Grade Teacher</u>  <u>1st Grade Teacher</u>  <u>4th Grade Teacher</u>  <u>3rd Grade Teacher</u>  <u>Parent</u>    <u>      </u>  <u>      </u>  <u>      </u>  <u>      </u> </p>
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**School Information**  
*(As of the last Friday in September)*

Enrollment: 453	Average Class Size:20	Number of Certified Instruction Staff: 34
<b>Race and Ethnicity Percentages</b>		
White: 24.06%	Hispanic: 66.89%	Asian: 0.88%
Black/African American: 4.42%	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: 3.75%
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 75.72%	English Learner: 29.80%	Mobility: 9.67%

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
23-24 NSCAS Math	50%
23-24 NSCAS ELA	37%
23-24 NSCAS Science	77%
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

*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.*

### **Starr Elementary School Improvement Plan: Assessment Overview for 2024–2025**

As part of Starr Elementary’s ongoing commitment to academic excellence, the School Improvement Plan for the 2024–2025 school year is guided by detailed analysis of student performance data. This includes disaggregated results from multiple assessment tools such as MAP (Measures of Academic Progress), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), NSCAS (Nebraska Student-Centered Assessment System), Panorama surveys (a platform used in K-12 education to collect feedback from students, families, and educators), Spring Math (a comprehensive, research-based system designed to improve math achievement for all K-12 students), and other common classroom assessments. These data sources inform our school-wide goals and instructional strategies, with particular attention to addressing the needs of all student subgroups in our grade level **24-25 MTSS/PLC Notebooks**.

Assessment practices vary by grade level to ensure developmental appropriateness and alignment with state standards:

- Kindergarten through 2nd Grade students are assessed with DIBELS for reading and MAP for math three times per year—fall, winter, and spring.
- 3rd through 5th Grade students also take DIBELS reading assessments in the fall, winter, and spring. However, these students take the MAP math assessment only in the fall and winter.
- In the spring, 3rd through 5th Grade students participate in the NSCAS assessments for both math and reading.
- Additionally, 5th Grade students take the NSCAS science assessment in the spring.

Data gathered from these assessments—analyzed by grade level, classroom, and individual student performance—plays a central role in helping our school develop targeted strategies to support student growth in English Language Arts, mathematics, and science in our Professional Learning Committees (PLCs).

### **Starr Elementary’s Commitment to Continuous School Improvement**

During the summer of 2024, Starr Elementary participated in a district-wide Academic Summit aimed at enhancing instructional practices and student outcomes. Eight members of the Starr staff attended this collaborative event, contributing valuable insights and perspectives. The Starr Building Leadership Team conducted a comprehensive analysis of student performance and perception data. This included results from Panorama student surveys and the Title I self-review. These data sources provided important information about students’ readiness to learn and the overall safety and supportiveness of the school environment. Insights from this analysis directly informed the development of Starr Elementary’s Continuous School Improvement (CSI) Plan for the 2024–2025 school year. In particular, the findings helped shape our school-wide Positive Behavior Plan, which supports a safe, respectful learning environment and directly contributes to our academic goals and instructional strategies. Starr Elementary remains dedicated to creating a supportive and inclusive school culture where every student can thrive academically and socially.

**Targeted Support and Intervention at Starr Elementary**

Starting off the year in the fall of 2024, Starr Elementary conducted a thorough review of student assessment data, including results from the MAP and DIBELS assessments through our grade level MTSS/PLC notebooks. This analysis focused on identifying students performing below grade-level or proficiency benchmarks, such as the DIBELS benchmark, the 41st percentile on MAP, or performance on the 2024 NSCAS assessments.

For students in grades K–3 who were identified as needing additional reading support, Individualized Reading Instruction Plans (IRIPs) were developed. These plans provide targeted strategies and resources to address specific reading challenges and promote growth toward grade-level expectations. In addition, Starr Elementary utilizes the Multi-Tiered System of Supports (MTSS) for all students in kindergarten through fifth grade. This framework is based on a combination of the previous year’s academic performance and current classroom progress, ensuring that every student receives the level of support necessary to succeed. Both IRIP and MTSS plans were reevaluated every six weeks with data to ensure that students were making adequate progress and adjusting as needed.

**Mid-Year Academic Progress and Instructional Focus at Starr Elementary**

Following the administration of Winter MAP and DIBELS assessments, Starr Elementary staff conducted a detailed analysis of individual and grade-level performance data during their grade-level PLC meetings.

In response to this progress and ongoing areas of need, Starr Elementary will continue to prioritize strong Tier 1 instruction to improve outcomes for all learners. Classroom teachers, along with English Learner (EL) and Special Education (SE) specialists, will collaborate weekly during PLC meetings to plan effective instruction. All educators will implement evidence-based instructional strategies that promote student engagement in reading, discussion, and writing using academic language.

To support this work, the principal and academic support coach will conduct regular classroom walkthroughs and provide actionable feedback to teachers through coaching cycles. This collaborative approach ensures high-quality instruction and continuous improvement across all classrooms.

Through these intentional and data-driven efforts, Starr Elementary remains committed to closing achievement gaps and supporting the academic success of every student.

**Family Engagement and Communication at Starr Elementary**

At Starr Elementary, we recognize the vital role that families play in supporting student success. We actively seek parent input during our biannual Parent-Teacher Conferences held in October and February. These conferences provide a valuable opportunity for collaboration between families and teachers to support each student’s academic and social development.

Starr Elementary communicates with families through multiple channels, including our school Facebook page, the Smore newsletter platform, and the district’s School Messenger system (Blackboard). These tools help ensure that families are well-informed and connected to our school community. We are committed to maintaining strong partnerships with parents and guardians to support every child’s learning journey.

<b>1.2</b>	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i>
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At Starr Elementary, we value the perspectives of our families and are committed to building strong partnerships between home and school. The **Panorama Parent Perception Survey** is a research-based tool used to gather meaningful feedback from parents and guardians about their experiences with our school. This survey measures key areas such as school climate, communication, family engagement, student support, and overall satisfaction. The insights gained from parent responses help school leaders and staff make informed decisions that strengthen our school community, improve services, and ensure a welcoming, supportive environment for all students and their families. Your voice is essential in guiding our ongoing efforts to enhance the educational experience at Starr Elementary.

In accordance with the Elementary and Secondary Education Act (ESEA), Starr Elementary—designated as a Title I school—will hold its **Annual Title I Parent Meeting** to keep families informed and engaged. The purpose of this meeting is to share important information about our school’s participation in the Title I program, explain the federal requirements associated with Title I funding, and outline the rights of parents to be actively involved in their child’s education. This meeting serves as an opportunity for parents to learn how Title I resources support student learning and how families can partner with the school to promote academic success for all students.

<b>1.3</b>	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
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At Starr Elementary, our **24-25 School Improvement Plan** outlines the goals and strategies designed to support student success. This plan is a central focus during staff meetings, where goals are regularly reviewed and instructional strategies are discussed to ensure they effectively address the needs of all students. Throughout the school year, the principal and academic support coach conduct trend walks and classroom walkthroughs to collect data on school-wide instructional practices and student learning trends. This information is used to provide timely, actionable feedback to teachers, fostering continuous improvement and ensuring high-quality instruction across all classrooms.

At Starr Elementary, we are committed to continuously improving teaching practices to better support our students’ academic growth. Throughout the school year, our staff participates in **professional development opportunities** focused on the latest instructional strategies and best practices. These learning sessions enable our educators to stay current with research-based methods and to refine their skills in meeting the diverse needs of all students.

In addition to professional development, we maintain consistent collaboration through **Multi-Tiered System of Supports (MTSS)**, **English Learner (EL)**, and **Special Education (SE)** meetings. During these meetings, staff carefully analyze student data to identify strengths and areas for improvement. This collaborative approach allows us to develop targeted interventions and instructional adjustments that promote continued student achievement and success. By working together and using data to guide decisions, we strive to provide every child with the support they need to thrive academically.

## 2. Schoolwide reform strategies

<b>2.1</b>	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.</i>
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Every six weeks, our Professional Learning Communities (PLCs) engage in structured problem-solving meetings that include our Educational Psychologist, Academic Support Coach, MTSS (Multi-Tiered System of Supports) Chair, and Principal while utilizing our grade level **24-25 MTSS/PLC Notebooks**.. These meetings focus on students who are struggling or not making expected progress. Staff carefully

review progress monitoring data, classroom performance, the effectiveness of current interventions, and any new barriers to learning. Based on this analysis, decisions are made to initiate, continue, adjust, or discontinue interventions to best support student growth.

Starr Elementary offers a range of additional supports for at-risk students. Our English Learner (EL) program provides targeted instruction in reading, writing, speaking, and listening to support language development. Students requiring more intensive assistance may qualify for special education services, where individualized goals are addressed through collaboration between classroom and special education teachers. All students participate in daily "What I Need" (WIN) time for reading and math, where instruction is tailored to their skill level—whether they are working to close learning gaps or are ready for enrichment. Kindergarten through second-grade students who score below the 15th percentile on the DIBELS assessment may receive intensive reading support from a Title I interventionist in small groups.

### 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.*

At Starr Elementary, we are committed to continuous learning and growth for all staff members. The district provides scheduled **professional development** throughout the year, aligning closely with district-wide goals and Starr’s School Improvement Plan (SIP). These training sessions support our focus on high-quality instruction and student achievement. This year, the district invited two nationally recognized literacy experts to work with our K–5 teachers, providing guidance on improving literacy instruction and using assessment data to inform teaching and intervention practices.

In addition to district-led training, Starr Elementary hosts staff development days focused on key areas such as student learning, data analysis, instructional strategies, and standards-based planning. These opportunities are designed to enhance classroom instruction and directly support student success. Our teachers also participate in Professional Learning Communities (PLCs), which provide ongoing collaborative time to examine data, align instruction with academic standards, and share effective teaching strategies. Professional development extends to our paraeducators as well, equipping them with classroom support techniques and training in behavior expectations and processes. Together, these efforts ensure that all staff are well-prepared to meet the diverse needs of our 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 outlines the shared responsibilities of the school, parents, and students in supporting academic achievement. At the Annual Title I Parent Meeting held on October 14, 2024, the compact was reviewed with attending families, and no revisions were deemed necessary for this school year. To ensure ongoing accessibility, the School-Parent Compact is included in welcome materials provided to all new families enrolling at Starr Elementary. This agreement reflects our collective commitment to student success through strong home-school partnerships.

**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 (9220.1) at our Annual Meeting on October 14, 2024. The principal walked parents through the policy at the meeting. Parents decided not to make any changes to the policy. The

final copy is available online for parents. Title I schools have utilized the School District Family Engagement Policy/Procedures. GIPS Title I Schools will be creating school procedures for the 2025-2026 academic school year.

**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.*

Starr Elementary conducts an annual **Title I Parent Meeting** to inform and engage families in the school's Title I programs and services. In addition to this annual event, the school supports various parent and family engagement activities throughout the year, all sponsored by Title I. To document participation and ensure effective communication, a **sign-in** is provided at each event to record parent attendance.

Starr Elementary is proud to host **Family Literacy Night**, an engaging event designed to foster a love of reading and learning among students and their families. Sponsored by Title I, this event offers a variety of interactive literacy activities, resources, and strategies that families can use to support reading development at home. Through this special evening, we aim to strengthen the home-school connection and empower families to play an active role in their child's literacy journey.

Starr Elementary is committed to supporting families through meaningful educational opportunities. As part of this effort, Title I funding sponsored our recent "**Parenting the Smart Generation**" informational session, which focused on strategies for keeping students safe while using technology. This session provided parents with valuable insights and practical tools to help navigate the digital world and promote responsible online behavior at home.

## 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).*

Starr Elementary is committed to ensuring a smooth and supportive transition for all incoming students. Our comprehensive transition plan is designed to coordinate and integrate services for students entering from various educational settings, including preschool programs, EL programming, and new to the district. Special attention is given to English Learner (EL) students to ensure they receive the appropriate language support and resources from day one through our Welcome Center to accommodate their language support needs on the **EL Student Profile**. Those EL students who transition from our Newcomers program into their home school are supported with **EL Newcomer Education at a Glance Profile**. Preschool students transitioning to Starr from early childhood programs are gradually introduced to the school environment through our **Kindergarten Open House**. All new students, including those new to the district or transferring from other schools, as well as returning students participate in our beginning of the year Starr Open House that allows students and families the opportunity to meet the staff their child will be working with to help them feel welcomed and connected to their (new) school community.

**5.2**

*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).*

To support a successful transition for our fifth grade students moving on to middle school, Starr Elementary has developed a thoughtful and collaborative transition plan to our feeder middle school. Towards the end of our academic school year, students participate in a visit to prepare them academically, socially, and emotionally for the next stage in their education as documented in **5th**

**Grade Orientation Day.** In addition, Starr staff work closely with middle school counselors and educators to share relevant student data and insights, ensuring a smooth handoff and continuity of services, especially for English Learners and students receiving additional supports. This process is designed to empower our students with confidence and readiness as they take this important next step in their educational journey.

## 6. Strategies to address areas of need

<b>6.1</b>	<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>At Starr Elementary, the School Improvement Plan for the 2024–2025 school year is thoughtfully designed to increase both the amount and quality of learning time for all students. Through the use of our grade level <b>MTSS/PLC Notebooks</b>, our staff regularly collaborates to review student data, monitor progress, and make informed instructional decisions tailored to each student’s needs. These notebooks help teachers identify learning gaps and implement timely interventions or enrichment opportunities, ensuring that no instructional time is lost.</p> <p>Additionally, the <b>Starr 24-25 Elementary Schedule</b> is strategically structured to support focused instruction throughout the day. Grade-level schedules are carefully developed to incorporate dedicated WIN (What I Need) times for both Math and English Language Arts. During these periods, students receive targeted support or enrichment based on their current academic levels. This individualized approach is further supported by structured scheduling for students who qualify for English Learner (EL) or Special Education (SE) services in our <b>EL and SE Schedules</b>. These students receive consistent, uninterrupted support in alignment with their learning goals, while remaining fully included in the core instructional program. By aligning schedules, supports, and instructional strategies, Starr Elementary ensures that all students are provided with the time, tools, and instruction they need to grow and succeed.</p>	

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

<b>7.1</b>	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	