

Title I Schoolwide Plan

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

Date of Review:	02/18/2025
District Name:	Hall County District 2 Grand Island Public Schools
School Name:	Lincoln Elementary
County-District-School Number: xx-xxxx-xxx	40-0002-009
Grades Served with Title I-A Funds: (PK is rarely served)	Kindergarten-5th
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) Social Emotional Learning
School Principal Name:	Breanna McDonald
School Principal Email Address:	bmcDonald@gips.org
School Mailing Address:	805 Beal St., Grand Island, NE 68801
School Phone Number:	308-385-5924
Additional Authorized Contact Person (Optional):	Kristin Schultz
Email of Additional Contact Person:	kmschultz@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>Leticia Acosta</u> <u>Breanna McDonald</u> <u>Shelley Eickhoff</u> <u>Amy Haney</u> <u>Beth Schuler</u> <u>Marlena Zepeda</u> <u>Jen Leitschuck</u> <u>Kristin Schultz</u>	<u>Parent</u> <u>Administrator</u> <u>Academic Coach</u> <u>Teacher</u> <u>Teacher</u> <u>Teacher</u> <u>Teacher</u> <u>Social Worker</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 318	Average Class Size: 20	Number of Certified Instruction Staff: 30
Race and Ethnicity Percentages		
White: 8 %	Hispanic: 86%	Asian: <1%
Black/African American: 3 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 1 %	Two or More Races: 1 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 99.71%	English Learner: 46%	Mobility: 11%

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

Confirm all Instructional Paras are Qualified according to ESSA.	X 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>
	The Lincoln Elementary school improvement plan uses disaggregated data from MAP, DIBELS, NSCAS, Panorama, Spring Math, and other common assessments as supporting rationale for selected goals and strategies for the 2024-2025 school year. Actual scores by grade level, teacher, and student in English language arts, math, and science assist our school community in the development of specific strategies to address all subgroups. Kindergarten through fifth grade uses DIBELS for reading and MAP for math. These assessments are administered in the fall, winter, and spring for students in kindergarten through second grade. Third through fifth-grade students are assessed using DIBELS in the fall, winter, and spring. However, they only take Math MAP in the fall and winter. In the spring, third through fifth-grade students take the NSCAS math and reading assessments. Fifth grade also takes the NSCAS science probe. In the summer of 2024, a district-wide Academic Summit was held. We had five members from Lincoln School attend this meeting. The Lincoln Building Leadership Team analyzed data and used it to guide the development of the continuous school improvement (CSI) plan for the 24-25 school year. Student Panorama data and Title 1 self-review data are used to determine whether students have a safe learning environment and are ready to learn. We used it to guide our school-wide positive behavior plan which impacts our academic goals and strategies. In the fall of 2024, MAP and DIBELS data were analyzed. Students below grade level or proficiency levels (i.e. DIBELS benchmark, MAP 41%tile, or NSCAS- 2024) have specific interventions designed to close the gap. IRIP's (Individualized Reading Instruction Plans) were created for students in grades K-3 and the MTSS process is used for all students in Kindergarten through 5th grade based on previous year's academic achievement and classroom progress. Parent input is given at our twice-a-year parent-teacher conferences (October/February). Our teachers communicate frequently with parents with the use of Class Dojo about what students are learning. Parents are also able to communicate with the school and request support through the messaging piece of Class Dojo. We also communicate with families through Facebook, notes home, and our school messenger system (Blackboard). With Winter MAP's and DIBELS, staff disaggregated individual and grade-level scores during PLC meetings. We have most of our students in the lower quartiles for MAP. However, 1st through 5th grade saw an increase in the number of students scoring in the 41st percentile and above with 96 students experiencing above-average, gap-closing, growth from fall to winter. Winter DIBELS showed an increase from 31% of students at benchmark or above in the fall to 45% in the winter with 120 students above or well above average, gap closing, growth from fall to winter. We have decided to continue to focus on Tier 1 instruction to improve outcomes for all students. Classroom teachers and specialist teachers (EL/SE) will collaborate together weekly in PLC to plan for instruction. All teachers will use research-based instructional strategies to provide students opportunity to read, talk, and write using academic language in the classroom. The principal and academic support coach will conduct walkthroughs to provide actionable feedback and support teachers through coaching cycles. PLC teams will continue to look at standards and use high-quality instructional materials provided by the district to ensure students are learning the necessary skills to be successful students. Intentional interventions with specific skills are being implemented during daily student WIN (What I Need time).

All students at Lincoln receive an intervention whether they are performing below, on, or above grade level to ensure all students continue to grow.	
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>
Lincoln Elementary School has gathered information from parents and the community to assist in identifying the needs for our school. Panorama data from the fall of 2023 has been used to gain more parent input and insight. Lincoln also uses a survey created by our Community Liaison to ensure we are providing the services and support that our families need. Parent-teacher conferences were held in October and February. We have an English class offered at Lincoln four days a week, which is primarily attended by parents of our students. Class Dojo has allowed teachers to share videos, pictures, and posts weekly with parents to keep them informed on what is happening in the classroom. The principal sends out a weekly newsletter to families that alerts them to events, clubs, and other school information that is important to know. Around 200 people read the newsletter each week.	
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 describes our goals and strategies to help students be successful. Lincoln's School Improvement Plan is on our staff meeting agendas and goals are reviewed regularly. The strategies/actions are discussed to make sure we are meeting our students' needs. The principal and academic support coach complete trend walks, walkthroughs, to gather data throughout the year on building trends and provide feedback to teachers to improve instruction.	

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>
Every 6 weeks, our PLC's meet with our Educational Psychologist, Academic Support Coach, MTSS chair, and Principal to problem-solve for students who are struggling or not making progress. We look at progress monitoring data, progress made in the classroom, review interventions and new barriers to learning. We determine if the interventions should be started, continued, modified, or stopped. Additional assistance is offered for at-risk students. Lincoln Elementary has an EL (English Language) program that works with students on language development in the areas of reading, writing, speaking, and listening. Students identified to need more intensive support through special education services are provided targeted interventions and support through the collaboration of the classroom teacher and special education teacher to achieve individualized student goals. Daily "What I Need" (WIN) time for math and reading ensures that specific skills are taught to all students to address learning gaps and extend learning for those on grade level and above. Scheduling allows for all students to receive core instruction from their classroom teacher in language arts, math, and science. Lincoln students who fall below the 15th percentile on DIBELS in kindergarten through second grade have the opportunity to receive intensive intervention from a Title 1 reading interventionist. These groups are formed to target missing skills and small group sizes allow for consistent feedback and monitoring of progress. Lincoln's Positive Supports team meets once a month to discuss student concerns regarding health and human services, family needs, counseling needs, behavior goals and plans.	

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>
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The district provides scheduled training throughout the year. These professional development opportunities are aligned with the district's goals and needs. The training also supports Lincoln's continuous learning plan. This year, the district brought in two literacy experts to speak with our K-5 teachers on improving literacy and using data to inform instruction and intervention.

Staff development days at Lincoln provide opportunities to focus on student learning, instruction, data, and other areas that align with the SIP plan. Teachers use professional learning to help them plan for effective instruction and help students be successful at school.

Professional Learning Communities (PLC) also provide additional professional development., specifically with data, standards-based planning, student learning, and instructional strategies.

Para educators are also provided professional learning. They learn strategies to use in the classroom, how to support and lead interventions, and behavioral expectations/processes.

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 and is distributed at Parent Teacher Conferences in October. They are reviewed with the classroom teacher at each student's conference. This year at our Annual Title 1 Meeting (October 22, 2024), we revisited it and no changes were made. The school-parent compact is placed in a folder for all new families.

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 22, 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 2025-2026.

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.*

The Lincoln Annual Title I parent meeting was held on October 22, 2024. A slideshow was used to explain why Lincoln School is a Title I school and how our school participates in this program. The Principal communicated with parents what the money is used for and requested feedback to help guide our efforts to connect home and school.

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).*

In the spring, the O'Conner Early Learning Center (OLC) emails a roster of incoming Kindergarten students. Teachers from OLC meet with Lincoln kindergarten teachers, principal, and the educational psychologist to discuss the needs of students who receive special education services so plans can be made for the following year. "Student at a Glance (SAG) sheets" are also shared. Students who do not receive specific services that are coming to Kindergarten from the OLC do not require a meeting, but information about the student is shared with the kindergarten teachers.

Kindergarten Ready happens in the spring and is one of the first pieces of transitions for students and families. We have this meeting on-site for families to become familiar with Lincoln School and all the people who will support their child. This meeting includes the classroom teachers, nurse, social worker, community liaison, and the principal. This allows each person to share their role and how they will support students and families throughout their educational journey at Lincoln and gives families the opportunity to ask any questions they have.

Kindergarten Discovery occurs at the beginning of the school year. Kindergarten students arrive one day early and get used to the building and routines. All teachers meet all kindergarten students 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

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).

Fifth-grade students have the opportunity to work with the social worker to pick elective classes they would be interested in taking in Middle School. The counselors from Walnut then schedule a day to come and meet with each student to develop their schedule for sixth grade. All fifth-grade students that will attend Walnut Middle School are assigned a day in May for a visit during the school day and then there is a parent meeting that is held that evening. Students will meet with middle school administrators and hear about middle school (allowing time for Q and A), and then each group of students will walk through the school and see where the sixth-grade classes are held. Students also get to eat lunch at Walnut. That evening, parents will be invited to Walnut to hear about middle school from the school leaders, and parents could ask questions about middle school.

MTSS plans are shared with middle school staff to ensure that support for students continues as they transition to middle school in their needed areas.

Plans for this year have yet to be determined. However, we do know that students will get to select their instrument for 6th-grade band or orchestra. The middle school band teachers visit our school twice. The first meeting is to introduce instruments and students can ask questions. Then we send a note home asking which instrument the student would like to select. The second visit involves gathering the students and notes and checking in with the student on the instrument he/she selected.

Lincoln School invites the School Resource Office (SRO) to meet with fifth-grade students at the end of the year to explain the rules and expectations at Walnut. They also explain how consequences look different at Walnut compared to Lincoln so students have an idea of the day-to-day happenings at middle school.

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

Our plan provides designated times to review individual student progress/data which allows teachers to respond by intensifying our Tier 1 instructional strategies as well as Tier 2 and 3 interventions. (see 3.1 high-quality professional development, staff meetings and slideshow, MTSS notes, data spreadsheets)

Summer Strong (Summer School) is another opportunity given to students for a month in the summer. It focuses on reading and math instruction with intensive intervention aligned to student needs. Students who are in the MTSS process are invited to attend. There is also the opportunity for students to qualify for English Learner (EL) Summer School. If they are a student who is new to the country and comes to Lincoln later in the school year, they will get special programming to fill gaps created by not

attending the whole school year and work to boost their academic language before returning to school in the fall.

POWER Camp is also part of Summer Programming for students in second through fifth grade. It focuses on mindfulness and enrichment opportunities including art, music, movement, games, and field trip experiences. Any Title 1 student can attend POWER Camp.

Lincoln offers a STEM program in the summer for kindergarten through fifth-grade students. This program gives them the opportunity to work with robots, create crystals, plant and tend to a garden and so much more.

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	