

O'Neill Elementary Restructuring Plan

All actions addressed in the following plan are put into place to benefit students in our identified subgroups as in need of improvement in accordance with being on Year 4 of not reaching AYP.

Part 1- Create a Four Year-Old Preschool Program at O'Neill Elementary

Situation- Identification of student needs and early intervention are essential in student growth and development. The current inability to influence the early education and intervene in terms of needed special services has created a challenge in helping our students that eventually enter O'Neill Elementary. Each year students that are identified as ELL/Migrant join our Kindergarten students and we need to reach these students sooner. With the addition of a preschool we would be able to meet their needs in terms of earlier language acquisition. The current partnership with Lucky Learners has helped, however, the curriculum that is utilized at Lucky Learners does not match the needs that we most need addressed before they come to O'Neill Elementary as it is a play based program. The needs at O'Neill Elementary are that students coming into Kindergarten are able to provide certain academic knowledge as well as follow directions and understand the difference between right and wrong.

Recommendation- Approve the addition of a four year-old preschool program at O'Neill Elementary.

How Recommendation Relates to Our School Improvement Goal/Process- The earlier the identification of and intervention for Special Education students, the greater the opportunity to show academic progress. The ability to help those students that are migrant or identified as ELL will assist them in learning the language. These steps will help our staff to increase the knowledge base of our students prior to being assessed on the NeSA test.

Options Reviewed- We have had the partnership at Lucky Learners Preschool which has benefited our students but not to the degree that staff and administration feel is needed in our students. Lucky Learners is required to use the Head Start provided curriculum which they can not change. The idea of eliminating any preschool services was considered and rejected by the team as this would be an even larger detriment to our student population.

Benefit- By creating a four year-old preschool program at O'Neill Elementary, we would be able to provide our incoming Kindergarten students with the early instruction and intervention to benefit them as they move into the upper grades. It would let us house our preschool teacher under our own roof and have control of the curriculum and instruction that is provided to the preschool students. This program would fit the needs of our identified groups and provide dividends moving forward for these children. This would provide services to six additional four year-old students and fifteen three year olds that could attend Head Start in place of four year-old students.

Personnel Involved- Ms. Sokol, who we currently employ at Lucky Learners Preschool, would move from that location to O’Neill Elementary. We would also transition Mrs. Krysl, who is a district para-educator working as a one to one para-educator at Lucky Learners, to the Elementary School as a preschool para-educator. State law requires a preschool to have a para-educator if a preschool holds more than eleven students per session.

One-Time Funding for the Program-

NDE Early Childhood Expansion Grant	\$60,000
NDE Start up Grant	\$25,000
Accountability Grant	<u>\$14,240 (portion of teacher salary)</u>
Total:	\$99,240

Immediate and Long-Term Costs-

1 time costs to the district- (estimated amounts)

fence lower level playground with gate	310 ft of fence with 2 gates	\$6,700
teachers desk		\$350
teacher chair		\$75
student tables	6 rectangle/1 kidney	\$1,000
file cabinet	3 drawer	\$200
student chairs	5 groups of 5 chairs (175/group)	\$875
educational activity rug	5x7 feet	\$60
activity tables	2 tables	\$200
kitchen set		\$125
toys/puzzles/games		\$750
curriculum	Creative Curriculum	\$2,000
other instructional items		\$1,000
Gold Assessment Subscription		\$375
General Supplies		\$500
Additions to playground area and/or other needs		<u>\$10,790</u>
Estimated Total		\$25,000

Current/recurring costs to the district-

Teacher costs	60,033.48
Para educator costs	25,229.46

Measuring Results- The State of Nebraska requires preschools to use the Gold Assessment as a means of meeting state instructional benchmarks for all preschool age students if they are partnered with a public school institution. This would be one form of assessment. We would also look at Dibels scores in Kindergarten and higher grade levels as students progress to monitor the impact of a preschool on the students. We would also use data collected from the Reading Mastery curriculum used K-6 to monitor the progress. MAPS testing will be

utilized when students reach grades 1-6 and NeSA testing will be used when these students reach grades 3-6.

Program Outline-

Schedule: Two sessions of preschool Monday-Thursday (Friday as Gold entry day and prep time) 8:00-11:30 am for Session 1 and 12:00-3:30 for Session 2 (3 ½ contact hour required by state law). Preschool would follow the regular school district calendar for holidays and days off.

Location: The Preschool would be housed in one of the current Kindergarten classrooms adjacent to the small playground. This location is ideal as it has access to a dedicated restroom as well as outside access to the playground, which will need to be fenced for student safety. The Kindergarten classroom currently in that room will be relocated to another classroom in the building.

Meals: Students will be provided snack and lunch if attending the morning session, lunch and snack will be provided for those attending the afternoon session.

Curriculum: Creative Curriculum would be utilized as it best fits the needs of the school district for incoming Kindergarten students from all the options considered. We would also have the freedom to adapt and modify the curriculum as needed to best meet the needs of the individual students and help prepare them for Kindergarten. Preschool classes will also have access to Art instruction, Counseling classes, the Library and the gym. This will give them an opportunity to get used to the physical space and expectations of the elementary school.

Part 2- Create RTI Model of Tiered Interventions for Academics and Behavioral Concerns

Creating a Tiered intervention model that works specifically on identifying steps and progressions to assist students as their needs increase in the school setting is a necessary step for our building. This plan will provide a blueprint for teachers as to interventions at each step along the tier and how we can best help students be successful. Each Tier will be accompanied by a series of interventions that can be utilized to improve student performance and/or behavior. Minimal to no funding will be needed as this will be a job for the current RTI team, SAT team and Special Education Department. They will utilize data to help identify students that fit in each tier. The goal is to have a strategic approach to assisting students by using data and staff referrals to meet the needs of our struggling students as soon as a concern is identified.

Tier 1- (85% of students on average) General Students/Tier I - are at Core needs. Basic instructional and behavioral strategies.

Tier 2- (10% of students on average) On Watch/Tier II students- Additional instructional and behavioral supports needed for these students with intervention strategies included for this level. This tier will require parent notification and improvement plans.

Tier 3- (5% of students on average) Intervention/Tier III- needs more structured intervention, SAT/RTI Team meetings, Parent Meetings, Behavioral Plans, Strategic interventions. These are the intensive students that are the most at risk academically or behaviorally.

Tier 3 Pre-referral- After all fidelity checks of previous interventions referral for Special Education or optional placement may be suggested.

Part 3- Increasing Parent Involvement

This section is based upon the research that increased parent involvement will lead to improved student performance. Parent involvement will be a benefit to all students in the school. Minimal funding for programs such as Muffins with Mom and Donuts with Dad will be required.

Reinstate Muffins with Moms event- Getting mothers into the school building and strengthening the bond between mothers and the school.

Reinstate Donuts with Dads event- Similar to Muffins with Moms, this event is to increase the presence of the fathers in our school building and strengthening the bond between fathers and the school.

Continue to build current family programs- Family Reading Night, Family Math Night and Junior Eagles Boosters as existing programs and parent involvement groups that we have currently in place. Math and Reading night typically draw around 300 participants including students and parents. The Junior Eagles Boosters is a developing parent/teacher organization that has made strong gains over the school year.

Add new family involvement programs- A group of teachers are interested in starting a Family Science Night. Organized demonstrations presented by older students to show younger students; as well as hands on activities for younger students and families to participate in. Possibility of Grandparents Day, Celebrity Readers, One parent engagement activity per grade level is a possibility such as wax museum, Nebraska Fair, etc.

Focus on increasing presence of fathers in the school building- Utilize one of the programs obtained from the National Title I Conference which are free to school districts. These programs are research based to improve student performance; having the father actively engaged in a child's education can raise a child's test scores by up to 40%.

Part 4- Analysis of Programs and Instructional Practices

Adjust schedule to best fit the needs of our student population. Specifically identify times to help groups identified as not making AYP.(Special Education, ELL, Economically Disadvantaged). No funding necessary for this step.

Change to Reading Block Schedule- Currently Reading Blocks are in the morning with Kindergarten-3rd Grade from 8:45-10:15 and 4th-6th Grade from 10:30-12:00. An adjustment of moving the 4th-6th Grade block to the afternoon from 1:10-2:40. The reason for this is providing the maximum amount of staff members to service these groups. Currently during the 4th-6th Grade Reading block we have paras unavailable to help as they are serving as recess monitoring paras and have personal lunch times. By adjusting this time there will be more paras available. Another factor with the current reading block is that older students are hungry by the time their block is roughly half over. This change will allow this group of students the benefit of lunch to recharge their systems prior to working on Reading instruction.

Alter Intervention Time to blocks for more staff availability- Currently interventions are done on a grade level basis. By creating intervention blocks where K-3 and 4-6 will have intervention time together and this will be a time available for all staff to assist, we will best fit the needs of our students and having the classroom teachers doing the specific interventions. The other staff will be able to work in a support role with those students identified as at Core level. All intervention will be data driven using Dibels, MAPS, Reading Mastery and NeSA data.

Create Walk to Math Program in Grades 3-6- Students will be leveled within grades to best meet their needs. We will have one class that will be an inclusion classroom with specific support from the Special Education teacher to best serve the needs of our identified students. This will allow us to get extra assistance to those in need and push those students that are able to work at a higher level. This will service our identified group of Special Education and also challenge the HAL and other upper level students more than we are currently.

Continued Implementation of Marzano's Instructional Model- This summer with Grant assistance we are working with the Marzano Academy on the implementation of the Marzano Instructional Model. The Department of Education requires districts to choose an instructional model that best fits our needs. The building team will attend trainings this summer and be the point people in regards to the implementation of the instructional model over the course of the next couple school years.

Continued Review of Current Curriculum- This year the Language Arts Department K-12 has been analyzing the effectiveness and the gaps in our current Language Arts Curriculum as the Department of Education released the new Language Arts Standards this school year. Each year a new set of standards will be released and that curriculum area will work to make sure their current curriculum aligns with those standards and identifying areas of improvement needed with each standard implementation.