

Title I Schoolwide Plan

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

To complete text areas click in grey box and type

District Name:	O'Neill Public Schools
County Dist. No.:	45-0007-00
School Name:	O'Neill Elementary School
County District School Number:	45-0007-02
School Grade span:	Preschool - Sixth Grade
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" 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>Improve Teacher Instruction</u> <u>Practice through Marzano Practice</u>
School Principal Name:	Mr. Jim York
School Principal Email Address:	jimyork@oneillschools.org
School Mailing Address:	P. O. Box 230 O'Neill, NE 68763
School Phone Number:	402-336-1400
Additional Authorized Contact Person (Optional):	Sally Wallace
Email of Additional Contact Person:	sallywallace@oneillschools.org
Superintendent Name:	Mrs. Amy Shane
Superintendent Email Address:	amyshane@oneillschools.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Megan Fick</u> <u>Jim York</u> <u>Jill Brodersen</u> <u>Sally Wallace</u> <u>Janene Reynolds</u> <u>Kasey Hoffmann</u> <u>Jennifer Brown</u> <u>Malinda Martinez</u> <u>Shawna Mitchell</u> <u>Heidi Stevens</u> 	<u>Parent</u> <u>Administrator</u> <u>Administrator</u> <u>Title I</u> <u>Title I</u> <u>Paraeducator and Parent</u> <u>Parent</u> <u>Parent</u> <u>Parent</u> <u>Parent</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 409	Average Class Size: 17	Number of Certified Instruction Staff: 41
Race and Ethnicity Percentages		
White: 79.5 %	Hispanic: 16.4 %	Asian: 1.7 %
Black/African American: 0 %	American Indian/Alaskan Native: 0.2 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 2.2 %	
Other Demographics Percentages		
Poverty: 56.2 %	English Learner: 10 %	Mobility: 18.85 %

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

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

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 instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Student data is disaggregated by subgroups and used to determine instructional needs of the students. In addition, information gathered from the assessments are also used in determining the needs of students at each grade level. Students are placed in intervention groups after reviewing data from the assessments. Every week, grade level teachers meet with the principal and assistant principal to monitor students' progress and make adjustments. In addition to the intervention groups, some students receive intensive support with the Title teachers or the special education teachers.</p> <p>Nebraska Student-Centered Assessment Center (NSCAS Reading and Math) Nebraska's statewide assessment given to students in third through sixth grade once a year.</p> <p>DIBELS - are measures that help teachers and schools determine how students are performing on important reading skills. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. These measures are designed for students in grades K-8.</p> <p>Measure of Academic Progress (MAP) is a nationally norm referenced test administered on a computer. This test is given to students in kindergarten through sixth grade twice a year.</p> <p>Special Education Data (IEPs are implemented for the special education population but no folder exists due to confidentiality)</p> <p>Teacher Recommendation (when teachers initiate a Student Assistent Team SAT for students who are not making progress)</p> <p>MTSS- Multi-tiered System of Support</p> <p>Data is disaggregated by race/ethnicity, gender, free/reduced lunch, and special education.</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. Provide supporting documentation in the corresponding folder.</i></p>
<p>As part of the 5-year AdvancED accreditation (ending in school year 2018-2019), parents were sent AdvancED surveys in the mail in October 2016 to view before taking the actual survey on-line. Over 400 families of both elementary and secondary students were sent surveys. The results are included in the folder.</p> <p>Parents and community are given the opportunity to take a survey in the fall. The surveys are provided on-site during Parent-Teacher Conferences. The surveys were on-line and parents took the survey either before or after the parent conference with their child's teacher. A total of 131 surveys were recorded in October 2018. Results are in the folder. Results indicate that communication</p>	
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i></p>
<p>O'Neill Public School has three School Improvement Goals:</p> <ul style="list-style-type: none"> **Improve Teacher Instructional Practice & Performance in all Content Areas through Marzano **Improve Math Proficiency **Improve Culture and Behavior of the Building through Implementation of PBIS and the "Eagle Way." <p>In 2014, O'Neill Public Schools initiated a focus on improving teachers' instructional practices in all content areas by implementing the Dr. Robert J. Marzano Instructional Framework. Student success is directly impacted by the effectiveness of the teacher. This framework continues to guide us toward attaining the highest achievement from our students by getting teachers to work together to develop a common educational language and learning best practices from each other.</p> <p>Strategies implemented at OPS include developing and communicating clear learning goals, using proficiency scales, tracking student progress, celebrating success, engaging students, establishing clear classroom procedures and establishing effective relationships with students.</p> <p>Extensive staff inservices are led by Dr. Phil Warrick and Dr. Mike Ruyle (associates trained by Dr. Marzano) .</p>	

Resources to implement strategies include two books that all teachers were given *The Art and Science of Teaching* and *Becoming a Reflective Teacher* (both authored by Robert Marzano). A teacher message board in the workroom is available to share strategies that work. A weekly update from the building principal highlights a strategy or intervention that he observed during the week. A website is dedicated to the Marzano Initiative at OPS and teachers may access it to gain information and find strategies to reach all learners.

<https://sites.google.com/a/oneillschools.org/ops-marzano/>

In regard to improving math proficiency, a new research-based math series *Math Expressions* was implemented in 2017-2018. Teachers were given extensive training throughout the school year. Interventions include establishing a dedicated time of day for math intervention at every grade level, providing Title I assistance or special education support, and offering afterschool homework room. Some intervention programs include Xtramath, Splash math, and IXL. Interventions and progress are discussed in-depth at weekly grade-level meetings (see Grade-Level Folder in 2.1) .

PBiS creates an orderly, well-managed and positive climate for all students but especially at-risk students. Also at OES, the "Eagle Way" was implemented teaching students to be safe, to be respectful and to be responsible.

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. Provide supporting documentation in the corresponding folder.</i>
<p>In addition to the strategies outlined in the Continuous School Improvement (see 1.3) additional schoolwide strategies in place at OPS to meet the needs of all students, especially those at risk of not meeting state standards include:</p> <ul style="list-style-type: none">*Individualized Education Plans for the special education students*Multi-Tiered System of Support for math and reading*Counseling provided by one licensed mental health practitioner through Heartland Counseling and two guidance counselor staff members*Mentoring through Teammates*Grade level meetings are held weekly with teachers and administration to	

- ensure that student progress is being tracked and monitored.
- *Student Assistance Team meetings take place as soon as possible after a child has been referred to the SAT team (in 2017-2018 48 students were referred for SAT meetings)
 - *Circle of Friends (Autism Action Partnership and the Nebraska ASD Network)
 - *Check In, Check Out - at-risk students check in each morning with a paired staff member before starting the day in the classroom. Then the students check out at the end of the day with their staff member. This builds a personal relationship for the students.
 - *Second Step Social- Emotional Learning is taught in each elementary classroom (picture in the folder shows students learning how to express emotions & one of the posters that are displayed in the building)
 - *According to board policy, first-time students in a Nebraska school must have a school vision evaluation before starting school. For families needing financial help, resources for free or reduced-cost vision evaluation are available. Lions Club also spend one day at the school doing initial hearing and vision screening. Students are referred on if screening results show a need.
 - *A school nurse is on-site daily for half-day but is available by phone all day.
 - *School psychologist is on staff
 - *Two speech therapists work with students identified as needing services.
 - * Three occupational therapists work with students identified as needing services.
 - *Adaptive PE is scheduled for students with physical limitations.

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>O'Neill Elementary School employs 24 paraprofessionals. ParaPro Assessment is utilized at O'Neill Public School to qualify all paraprofessionals. The ParaPro Assessment measures reading, writing, and basic math competencies. Paraprofessionals attend workshops and training specifically for their field including Camp Para and Para Educator Conference. They are also included in trainings, staff meetings and workshops for the entire staff.</p>	

4. High quality and ongoing professional development

4.1

Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

O'Neill Public Schools began the Marzano Initiative in 2015 and sent a limited number of teachers to training each year. Beginning in 2017-2018, OPS invested in bringing Marzano "The Art and Science of Teaching" training to all staff members on-site at OPS, including paraprofessionals. The training included Dr. Phil Warrick training on-site for two full days and two webinars during the school year. On January 4, 2019 Dr. Mike Ruyle presented an all-day workshop at O'Neill Schools.

Math Expressions training was offered in the fall of 2017 when the program was first implemented. Additional ongoing development is provided throughout the school year during early-out Monday staff development.

A team of teachers attended the MTSS Summit in Lincoln, Nebraska from August 29-31, 2018. National and state presenters supported school team members in growing their knowledge of the multi-tiered system of support. Andrea Boden and Lynette Block from NeMTSS Support Team have presented to the elementary staff in O'Neill in using data to make decisions for at-risk students.

Teachers also attend professional development workshops throughout the year that are aligned to their teaching position within the school.

In addition to conferences and workshops, O'Neill Public Schools dismisses at 2:30 every Monday so that staff development can be held. See the folder "Weekly Early Dismissal for Staff Development."

See the folder "Staff Professional Development..." for a comprehensive list of staff members with their professional development training. The list provides a description of the training by each name so you can see who received MAP training, MTSS training, Marzano training, SIP training, PBIS training, etc...

5. Strategies to increase parental and family engagement

5.1

Please provide a narrative below describing how the School-Parent Compact was jointly developed and

how it is distributed. Provide supporting documentation in the corresponding folder.

The School-Parent compact is developed with input from parents attending the fall Title I Parent Meeting. The compact is reviewed at the meeting and parents are given the opportunity to make additions if necessary. The compact is sent home with each student at the beginning of the current school year. The compacts are in English and Spanish. The compacts are also included in the Student Handbook which is available on-line at oneillpublicschools.org

5.2

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

The Title I Parent and Family Engagement Policy is developed with input from parents attending the fall Title I Parent Meeting. The policy is reviewed at the fall Title I Parent Meeting at the same time the compact is reviewed. The policy is board approved and an additional meeting at one of the school board meetings is open to the public (with a notice in the paper).

5.3

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. Provide supporting documentation in the corresponding folder.

Parents are invited to attend an annual Title I parent meeting in the fall of the current school year. The meeting is advertised in the school newsletter and an additional invitation with more information is also sent home to families. The meeting is held in conjunction with the O'Neill Junior Eagle Booster group, an active parent organization. An interpreter attends the meeting.

Additional meetings may be held to plan the family events. All families are invited to Family Math Night, Family Science Night and Family Reading Night.

An interpreter attends all family events. Invitations and posters are in English and Spanish.

Parent-Teacher Conferences are held once each semester. Parents are notified through a letter of the time and date of their conference. All parents are notified in their native language and additional interpreters are hired to work at PT conferences ensuring all parents are able to communicate with their child's teacher.

In addition to these special events, and in order to facilitate

communication between home and school most teachers on staff have Remind or SeeSaw accounts for parent communication. Many have Twitter accounts for their classrooms and some have Facebook pages. Each year the staff places calls to parents during one week of the school year to give positive affirmation. This year 120 phone calls were made during that time period.

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
<p>The O'Neill preschool transition plan details extensive parental involvement. At the end of the school year, the preschool teacher will meet with each individual family to finalize the plan for their child. Since the students are on-site at the elementary, they are familiar with the building and some staff as they engage in library, art, and guidance counseling. The preschool students also eat in the lunch room for the second semester so they are acclimated to the procedure. All parents of prospective kindergarteners (whether they attend preschool or not) register their children at Central Office during the annual Kindergarten Round-Up Day. The following week, the prospective kindergarten students spend a morning or an afternoon in the kindergarten classrooms participating in an actual school day. This is known as "Sneak Peek".</p> <p>New students (not entering kindergarten) will first go to Central Office with their families where they meet the staff and receive paperwork to be completed. From there they may come to the elementary school for a tour of the building with a staff member. Following that, the guidance counselor meets with each new student to welcome them to the school. She takes their picture for the bulletin board and gives them a welcome bag with supplies. She also gives them her schedule and lets them know they can meet with her if needed as they adjust to a new school.</p>	
6.2	<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). Provide supporting documentation in the corresponding folder.</i>
<p>In the spring, sixth grade students attend a presentation by high school principal Corey Fisher and activities director Nick Hostert. This presentation is held at the elementary school. In August, seventh grade</p>	

students receive letters with their schedules and an invitation to attend an orientation at the junior-senior high school. Jr. high teachers, administration and counselors address the orientation. Students are given a tour of the school and can eat a meal in the cafeteria.

7. Strategies to address areas of need

7.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.

During the school day students are part of an intervention group for math and for reading. High Ability Learning is also offered for students in grades 4 through 6. Students have access to multiple support outside of school hours including: after school homework groups, after school Developing Eagles program, summer school, migrant summer school and Developing Eagles summer program.

8. Coordination & integration of Federal, State and local services & programs

8.1

Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.

O'Neill Elementary School utilizes many Federal, State and local funds to support student achievement in all academic areas for all students. These include 21st Century Community Learning Centers fund, migrant funds, Title III funds, Title I (part C), Title II-A, and IDEA funds. The way the money has been used has been documented in other folders such as migrant summer school, Title I program, and Developing Eagles. Some of the money is used for staff salaries, Reading Mastery training for new staff, new materials and technology equipment such as iPads. A \$300 grant was received from Cornhusker Motor Club Educational Foundation for Family Reading Night this year. Every classroom has its own iPad cart so every student in the building has an assigned iPad. Services are offered to students who need support (Title I, ELL) and students who need accelerated programs (HAL).