

Title I Schoolwide Plan

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

District Name:	O'Neill Public Schools	
County Dist. No.:	45-0007-000	
School Name:	O'Neill Elementary School	
County District School Number:	45-0007-02	
School Grade span:	Kindergarten - 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-Improve Teacher Instruction through Marzano Practice	
School Principal Name:	Jim York	
School Principal Email Address:	jimyork@oneillschools.org	
School Mailing Address:	PO Box 230 O'Neill, NE 68763	
School Phone Number:	(402) 336-1400	
Additional Authorized Contact Person (Optional):	Amy Kaup	
Email of Additional Contact Person:	amykaup@oneillschools.org	
Superintendent Name:	Amy Shane	
Superintendent Email Address:	amyshane@oneillschools.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

<p><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <table border="1" style="margin: auto;"> <tr><td style="text-align: center;">Jim York</td></tr> <tr><td style="text-align: center;">Jill Brodersen</td></tr> <tr><td style="text-align: center;">Melanie Stepp</td></tr> <tr><td style="text-align: center;">Janene Reynolds</td></tr> <tr><td style="text-align: center;">Amy Kaup</td></tr> </table>	Jim York	Jill Brodersen	Melanie Stepp	Janene Reynolds	Amy Kaup	<p><u>Titles of those on Planning Team</u></p> <table border="1" style="margin: auto;"> <tr><td style="text-align: center;">Administrator</td></tr> <tr><td style="text-align: center;">Administrator</td></tr> <tr><td style="text-align: center;">Title I</td></tr> <tr><td style="text-align: center;">Title I</td></tr> <tr><td style="text-align: center;">Title I</td></tr> </table>	Administrator	Administrator	Title I	Title I	Title I
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<p>School Information <i>(As of the last Friday in September)</i></p>		
Enrollment: 388	Average Class Size: 20	Number of Certified Instruction Staff: 35
Race and Ethnicity Percentages		
White: 86.6%	Hispanic: 19.6%	Asian: 1.0%
Black/African American: .8%	American Indian/Alaskan Native: .3%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 3.6%	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 53%	English Learner: 7%	Mobility: 9.57%

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

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

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.

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 other week, grade level teachers meet with the principal and/or assistant principal to monitor students' progress and make adjustments. In addition to the intervention groups, some students receive intensive Tier 2 and 3 support with the Title teachers or the Special Education teachers.

Nebraska Student-Centered Assessment Center (NSCAS Reading and Math) Nebraska's statewide assessment is given to students in third through sixth grade once a year.

Acadience Reading is a set of curriculum-based measures used to assess student development as a reader. Each assessment is designed to measure critical skills for early readers in grades K-6.

Dibels Math is an online benchmark screener for grades K-6. This screener helps educators make data-based decisions to improve student outcomes.

Measure of Academic Progress (MAP) is a nationally norm referenced test administered on a computer. This test is given to students in Kindergarten one time a year and First through Sixth grade twice a year.

Special Education Data (IEPs are implemented for the special education population but no folder exists due to confidentiality.)

Teacher Recommendation (when teachers initiate a Student Assistance Team SAT for students who are not making progress).

MTSS (Multi-tiered System of Support) meets every 6 weeks to discuss and review Acadience data and student progress. Discussions are had regarding intervention groupings and reassessed each cycle to be sure students are in the correct placement for their interventions. These discussions are then relayed to teachers during grade level meetings.

Data is disaggregated by race/ethnicity, gender, free/reduced lunch, and special education.

1.2

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.

A copy of the compact is sent home at the beginning of the school year to notify parents of Title I support.

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-teacher conference with their child's teacher. Results indicate that communication.

The PBiS team meets regularly to discuss the needs of the school and inform parents and the community of needs and changes within the school.

1.3

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.

O'Neill Public School has three School Improvement Goals:

- 1. Improve Math Proficiency**
- 2. Improve Teacher Instructional Performance and Practice In All Content Areas (guided by the Dr. Robert J. Marzano Instructional Framework and Marzano Research Laboratory)**

3. Improve culture and behavior of the building through implementation of PBiS & the “Eagle Way.”

Beginning in 2014 and continuing, O’Neill Public Schools focuses 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. Each teacher creates a professional growth plan that targets a specific Marzano Design Question to improve their classroom instruction.

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.

Extensive staff in-services are provided to keep teachers up to date on current Marzano practices that align with individual growth plans.

Beginning with the 2020/2021 school year, O’Neill Elementary school has started the process of training teachers in the LETRS program. The LETRS program provides teachers with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

ESU8 staff developers train on-site during the year to help our teachers in areas of specific growth. Teachers also have the opportunity throughout the year to attend trainings at the ESU8 location for professional growth.

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. Provide supporting documentation in the corresponding folder.

In addition to the strategies outlined in the Continuous School Improvement (see 1.3) additional school wide strategies in place at OPS to meet the needs of all students, especially those at risk of not meeting state standards, include:

***Individualized Education Plans for the special education students**

***Multi-Tiered System of Support for Math and Reading are provided for students qualifying for SPED services, as well as struggling learners.**

***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 and/or biweekly 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**

***Breaks are better - 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. The Lions Club also spends 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.**
- *Mission Monday's were incorporated in 2019 to provide our students with missions to make our school environment better one week at a time.**

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. Provide supporting documentation in the corresponding folder.</i>
<p>Teachers are continuing to attend trainings for two full days each school year at O'Neill Schools led by an ESU 8 staff member or Marzano certified staff member and also use the Marzano strategies in their teacher growth plans.</p> <p>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.</p> <p>Teachers also attend professional development workshops throughout the year that are aligned to their teaching position within the school. 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, Barton intervention training,</p> <p>Beginning with the 2020/2021 school year, O'Neill Elementary school has started the process of training teachers in the LETRS program. The LETRS program provides teachers with the skills they need to master the</p>	

fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

EDUCLIMBER was recently purchased in 2021 it is a data analysis program that will help us track student progress and intervention effectiveness. A team was sent to be trained in the summer of 2021.

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. Provide supporting documentation in the corresponding folder.

In 2020-2021 a parent meeting was held via video due to covid. Parents were able to comment and provide feedback digitally. The compact was reviewed at the meeting and parents were given the opportunity to make changes/additions if necessary. The compact was sent home with each student at the beginning of the 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 .

4.2

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 was developed with input from parents attending previous Title I Parent Meeting. The policy is reviewed yearly when the compact is reviewed. The policy is board approved.

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. Provide supporting documentation in the corresponding folder.

Parents were invited to attend a digital Title I parent meeting in the spring of 2021 due to covid. The meeting was advertised in the school newsletter and an additional invitation with more information is also sent home to families. 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. Some may have classroom Facebook pages. Each year the staff places calls to parents during one week of the school year to give positive affirmation.

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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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. 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". 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.

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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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 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.

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.

During the school day students are part of an intervention group for Math and Reading. High Ability Learning is also offered for students in grades 1 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.