

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:	Overton Public Schools
County Dist. No.:	24-0004
School Name:	Overton Elementary School
County District School Number:	24-0004-002
School Grade span:	K-6
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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Brian Fleischman
School Principal Email Address:	brian.fleischman@overtoneagles.org
School Mailing Address:	401 7 th Street Overton, NE 68863
School Phone Number:	308-987-2424
Additional Authorized Contact Person (Optional):	Mandi Wallace
Email of Additional Contact Person:	mandi.wallace@overtoneagles.org
Superintendent Name:	Mark Aten
Superintendent Email Address:	mark.aten@overtoneagles.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

<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>Alisha Remmenga</u> <u>Brian Fleischman</u> <u>Mark Aten</u> <u>Mandi Wallace</u> <u>Melissa Eilers</u> <u>Robby Simpson</u> <u>_____</u> <u>Alicia Lassen</u> <u>Chase Christensen</u> <u>_____</u> <u>Beth Sloan</u>	Parent <u>Administrator</u> <u>Administrator</u> <u>Title 1 Teacher, 504 and MTSS</u> <u>Coordinator and CIP Team Member</u> <u>4th Grade Teacher and CIP Chairman</u> <u>5-8 Soc. Studies and CIP Team</u> <u>Member</u> <u>6th Grade L. Arts, Media Specialist, CIP</u> <u>Team Member</u> <u>Band, Technology Coordinator, CIP</u> <u>Team Member</u> <u>7-12 Sped, CIP team member</u> <u>_____</u> <u>_____</u> <u>_____</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 145	Average Class Size: 20.43	Number of Certified Instruction Staff: 9
Race and Ethnicity Percentages		
White: 90.9 %	Hispanic: 6.99 %	Asian: 0 %
Black/African American: 2.1 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 56.6 %	English Learner: .1 %	Mobility: %

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

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>Overton Public Schools is in a new cycle of the school improvement process. Our last goal was to improve math reasoning skills. Since we are in a new cycle we have done perception surveys, data digs, and analyzed all this information. Through this, the staff has decided on these two new school improvement goals:</p> <ol style="list-style-type: none">1. All students will improve reading skills in the area of main idea and supporting details.2. All students will improve math number sense. <p>Overton Public Schools staff decided this based on data from NWEA MAP Math: Number Sense 2012-2018 Lowest strand 61% *40% PR and based on NWEA MAP Reading: Literary Text: Main Idea 18-19 Lowest strand 55% for Grades 2-11 *40% PR.</p> <p>Some action plans will also take place which include behavioral problem-solving skills, using APL strategies to improve student engagement and retention of skills, incorporating main idea, supporting details, reading concepts, and incorporating math number sense concepts in their classrooms.</p> <p>Overton Public Schools also looks at AIMS Dat, Maps Data, and Star Data to look at students who are at risk. After benchmark testing is done in the fall the MTSS teams look at each student's data. If students did not hit benchmark they are placed in Nebraska Reads in K-3 and some into Title 1 services.</p>	

Nebraska Reading Improvement Act

Nebraska Reads letters go home in the fall after fall benchmark. If students have not met benchmark, the students are placed on an Individual Reading Improvement Plan (IRIP). The student is progress monitored through Aims and benchmarked again in the winter and spring.

Evidence:

- 1.1.1 Inservice Agneda's - Data Digs highlighted**
- 1.1.2 NeSA-NSCAS Reading Year Comparison 2019**
- 1.1.3 NeSA-NSCAS Reading Year Comparison State 2019**
- 1.1.4 MTSS Schedule of meetings**
- 1.1.5 Sample Aims Data sheet we look at**
- 1.1.6 MTSS Agenda that to determine Tier 1/Tier 2 students**
- 1.1.7 Perception Survey Questions**
- 1.1.8 Perception Survey Results**
- 1.1.9 Action Plan**
- 1.1.10 K-3 IRIP form**
- 1.1.11 Threshold Levels**

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.

During the fall 2019 parent teacher conferences on September 20, 2019, parents were asked to take shifts sitting next to our ipad cart. The volunteers were then seated near the entrance and asked parents going in and out of conferences to take a survey on the ipad. If they took the survey, their names were put in for a drawing. The drawing was filmed and the winner was announced live at school and put on the Overton community page and the Overton Public Schools' twitter account. There was also a link on our school website for parents to take the survey if they were unable to attend conferences. Students and staff were also surveyed. In the elementary, the teachers had the students log in on their ipads and take the survey during school. Staff were also emailed a link and did the surveys as well.

During the January 2020 inservice the results of the survey were shared with the CIP Steering team and we discussed the action plan. Then the team took the results to the staff. The staff broke into groups and analyzed the data and then came back together to discuss what the common themes were from the surveys.

Evidence:

- 1.2. 1. Video put on social media of the winner of our survey.**
- 1.2.2 Copy of the survey questions (parent)**
- 1.2.3 Copy of survey questions (student)**
- 1.2.4 Copy of survey questions (staff)**
- 1.2.5 Perceptual Data Results**
- 1.2.6 Inservice agenda showing times met for CIP and staff**

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.

The Continuous School Improvement team meets at each inservice. At the team meetings we discuss what needs to be accomplished and come up with a plan. Then we take it to the staff. During the time with the entire staff we do data digs, work with learning communities, and work on CIP goals. The CIP team sends out a newsletter each month to keep the Overton Public Schools staff up to date and to give reminders where we are in the process.

Evidence:

- 1.3.1 Overton Action Plan 2019-2023**
- 1.3.2 Inservice Agendas showing when CIP team meets and staff meets**
- 1.3.3 CIP - January 2020 Newsletter**

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.

The teachers, along with the Title 1 teacher, look at the students STAR Reading, MAPS, and AIMS Web benchmark scores. We also factor in the NSCAS scores and classroom performance. If the student is at risk, they are considered to be in Title 1 reading or math depending on the deficiency. The kindergarten through third graders that are deficient in reading go into interventions through Nebraska Reads.

MTSS

The MTSS team meets in September and goes through the students that have been recommended to the MTSS team. We also look at the fall data to see if there are other students that are at risk. We then schedule

meetings throughout the school year for students who are in MTSS to develop plans for these students.

Response to Intervention (RTI)

An educational service delivery system designed to provide effective instruction inclusive of all students using a comprehensive and preventive problem solving approach.

Sound Partners, Road to Code, and Stepping Stones are all programs used with kindergarten through second graders that are not reading at grade level according to AIMS data, teacher observation, Star Reading data, and MAPS data. Corrective Reading, Multisyllabic Reading, Skill Builders Fluency are all interventions Overton Public Schools uses on second through sixth graders not making adequate progress.

Contracted Services

Overton Public Schools has a full time Speech Therapist provided through ESU10. An Occupational Therapist, Physical Therapist, and School Psychologist are each provided by ESU10 once per week. We are also able to contact each of these professionals as needed throughout the week for questions.

Mental Health

Lexington Regional Health has partnered up with several schools in Dawson county. They provide a counselor who comes to school once a week. Students that are recommended, go through the school counselor and then we get parental permission. This is a grant based program and allows students to get mental health treatment. (2.1.3)

Nebraska Reading Improvement Act

Nebraska Reads letters go home in the fall after fall benchmark. If students have not met benchmark, the students are placed on an Individual Reading Improvement Plan (IRIP). The student is progress monitored through Aims and benchmarked again in the winter and spring.

EL

Students who qualify for EL services receive supplemental materials and one on one assistance. Overton Public School also uses ESL Reading Smart which is a web based reading program aimed to increase comprehension and vocabulary.

Evidence:

- 2.1.1 MTSS Schedule of Meetings**
- 2.1.2 MTSS Agenda - data dig**
- 2.1.3 Lexington Regional Health**
- 2.1.4 Nebraska Reading Improvement Act**

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>Paraprofessionals meet the requirements of ESSA at Overton Public Schools. Provided in this folder is a list of our paraprofessionals, the date of hire and their qualifications. If they do not have a college degree they are required to get certified through the Project Para certification courses.</p> <p>Paraprofessionals have attended numerous workshops covering the topics of: autism, oppositional defiant and disruptive children, paraprofessional workshop at ESU10, Early Learning Guidelines, CPR training.</p> <p>Evidence:</p> <ul style="list-style-type: none">3.1.1 Paraeducator Self Study Unit Index3.1.2 Certificate of Project Para completion3.1.3 Para's name/year of hire/qualification3.1.4 Para's certificates of workshops attended	

4. High quality and ongoing professional development

4.1	<i>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.</i>
<p>The administration at Overton Public Schools realizes that continuous professional development is essential for great teaching and is a way to improve teacher effectiveness. With this in mind, they have encouraged teachers to seek out professional development activities that will enhance their classroom teaching and increase student learning. They also provide</p>	

five inservices throughout the school year. Through these inservices we analyze academic data to guide instruction.

504 Training

Each year Overton Public Schools gets trained on what 504s are and the process of determining if a student would be eligible for a 504. This is done at a staff inservice and it is required that all teachers and paras go through the training.

APL

During the 2008-2009 school year, Overton Public Schools implemented that every staff member will be formally trained in APL techniques. As new teachers have joined Overton Public Schools, we have continued to send these teachers to APL trainings to ensure all staff members are trained with these techniques. Many practices and procedures must be taught to students in a way that is easily understood and consistent. These are often the same skills that will help students be successful in school. Overton Public Schools has made sure that each teacher has been trained in the practice of APL (see overview in evidence). This way every student is familiar from year to year with terms in each and every classroom. The expectations and behaviors are handled consistently. (attendance sheet in evidence)

Suicide training

Each year the staff is required to go through online training on recognizing signs of students and how to handle these situations.

CPR/First Aid

All staff is certified in CPR and First Aid. It is a two year cycle. Half the staff is trained one year with the school nurse, and the next year the other half of the staff is certified.

Concussion Training

All coaches are certified in Concussion Training each year through the NFHS Learning Center via an online certification. Coaches may also be certified at the NSAA Coaches' Clinic.

Standard Response Protocol

Overton Public School has adopted the Standard Response Protocol for school safety. The staff has been trained, and drills have been conducted

with the students and staff to make sure everyone knows what to do in various situations. The elementary staff also showed a video to the students to help them understand.

Evidence:

- 4.1.1 APL/NETA Staff Attendees each year**
- 4.1.2 Suicide Prevention**
- 4.1.3 504 Training signature page**
- 4.1.4 504 Inservice agenda**
- 4.1.5 CPR Training**
- 4.1.6 Concussion Training**
- 4.1.7 APL Overview**
- 4.1.8 17-18 ESU Workshop Attendance**
- 4.1.9 18-19 ESU Workshop Attendance**
- 4.1.10 19-20 ESU Workshop Attendance**

5. Strategies to increase parental and family engagement

5.1	<i>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.</i>
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The School-Parent Compact in our Handbook, was developed through parent-teacher partnership and is distributed to parents and students in the Fall each year. Parents are given information about Title I at our parent involvement activities. This information is also available on our schoolwide website and is included in the handbook. The parent and student signature pages are returned to the school office during the first week of the school year.

The School-Parent Compact details both parent and teacher responsibilities as listed: the school’s responsibility to provide high-quality curriculum and instruction to enable children to meet state academic achievement standards, ways in which parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, television watching, volunteering in their child’s classroom, and participating in decisions relating to the education of their children, and positive use of extracurricular time). Finally, it highlights the importance of communication between teachers and parents on a continuous basis.

Evidence:

5.1.1 19-20 Handbook with School - Parent Compact

5.1.2 School - Parent Compact

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.

Overton Public Schools developed a Title 1 slide show. The Title 1 Parent and Family Engagement Policy was included in the slideshow. The newsletter that includes the slideshow also has a section where parents could offer input. During Parent Teacher Conferences, the Title 1 teacher met with parents and informed them of the Title 1 information that would be shared with them via email. Parent emails and signatures were then collected to provide evidence of having met with parents. The newsletter with the slideshow was emailed to these parents. The Title 1 Parent and Family Engagement Plan can also be found on the school website under Title I.

Evidence:

5.2.1 Parent and Family Engagement Policy

5.2.2 Parent Signature Page

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.

Overton Public Schools has a 56.6% poverty rate. Getting parents to attend meetings is a struggle. During the 2018-2019 school year we only had two parents attend our meeting (one of them being a teacher/parent). Therefore, for the 2019-2020 school year we decided to try something new to reach more parents and to allow them to access the necessary information on their own time. The Title 1 teachers created a slideshow describing what Title 1 is and the services provided through Title 1. This slideshow was incorporated into a newsletter that was emailed to parents. The site used to create this newsletter, Smore.com, provides analytics as far as how many times the letter was viewed and the amount of time spent interacting with the presentation. Parent emails were collected at Parent Teacher Conferences and parents were informed that an email would be coming within the week that would include the presentation and an opportunity to provide feedback. Analytics via Smore.com have been reviewed.

Evidence:

5.3.1 Title 1 Newsletter

5.3.2 Title Newsletter Analytics

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>
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New Students

When new students register, the principal or the guidance counselor have a packet of information that they go over with the families. Within the packet are medical forms, school calendars, handbooks, supply lists (if applicable), etc. Each of these are discussed in depth when meeting with the family. The policies of the school are also addressed when talking about the handbook. The handbook is not covered word for word, though the main details are highlighted by the principal or counselor. After they are done going over this material, the principal gives them a tour of the facilities. While walking around the school they discuss the various things available to students to participate in along with community activities that may be coming up. The principal also discusses how the Fitness Center is open to the community and then explains how they can access the facility. The tour is always ended at the front door and they are encouraged to contact the school with questions that arise.

Included in this folder are a calendar, medical forms and the different handbooks that are given out according to what grade they are entering.

Preschool 3 and 4 year olds

Overton Public Schools has a three and four year old preschool program. At the end of the school year the four year olds do some transitional activities to get ready for kindergarten. They get to go into the kindergarten room and play with different centers and they also go to music, art, and pe to meet those teachers and see where those rooms are.

They eat lunch at school during their preschool years so they do not need to go through the lunch routine as they are already familiar with that. At the preschool graduation, the Title 1 teacher goes through a Powerpoint with the parents to prepare them for the expectations as parents and students as their child enters Kindergarten.

Evidence:

6.1.1 Elementary Handbook (includes calendar and medical forms)

6.1.2 Middle School Handbook (includes calendar and medical forms)

6.1.3 Ipad Handbook

6.1.4 Preschool Powerpoint

6.2

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). Provide supporting documentation in the corresponding folder.

Fourth Grade to Middle School Transition

Overton Public Schools considers the fifth and sixth grade as part of their middle school. During the last two weeks of fourth grade, middle school teachers have the students come up to their rooms and go over what they expect and need for fifth grade. During this orientation they meet with a fifth grade buddy to have questions answered. The fourth grade teacher also has a locker combination app that they get to practice how to do their locker combinations on the Locker App. Included in this folder is a schedule of their orientation.

Technology Orientation

Starting in seventh grade, the students are one to one with ipads. Our technology director, has an orientation meeting with incoming seventh graders and their parents to help them get accounts set up, and to go over rules with the ipads.

Evidence:

6.2.1 Orientation Letter for Parents

6.2.2 Middle School Orientation Schedule

6.2.3 7th Grade Ipad Orientation

6.2.4 Preschool Transition Plans

6.2.5 5th Grade Planner

6.2.6 5th Grade Schedule with Homeroom Information

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.

Summer School

Every summer we provide summer school for kindergarten through fourth grade. We also have fifth through eighth graders attend as "helpers." We focus on reading and math during summer school. These students are recommended by their classroom teachers through testing data or are kids at risk academically.

Access

All teachers are required to be in their rooms until four o'clock that way any student needing extra help can have access to their teachers after school. Teachers are also expected to be in their rooms by 7:50 in the mornings in case students need help in the mornings.

Assigned Access

Students that need extra time with a teacher are sometimes assigned access. This can be before or after school. Parents are contacted to set up a time that the student comes in on a consistent basis for extra help. For example, a student struggling in math will come in every Tuesday from 3:45 to 4:15 for extra help with the math teacher.

Community Readers

We have grandparents who come once a week. These volunteers listen to students read with the students who are struggling readers.

Spelling Bee

The school librarian hosts a spelling bee every February. Students are encouraged to sign up. The day of the spelling bee the students go to the gym, they take a paper spelling test. If they miss less than a certain amount then they enter the oral competition. Parents and community members are encouraged to attend. There are three judges. Winners are awarded according to age level.

Book Club

Participants will have the opportunity to read at least five of the Golden Sower nominees in the chapter book category. The Golden Sower award is a Nebraska award given to books which earn the most student votes each April. This is not a requirement for class. We meet once per week during homeroom. Sometimes it is group discussion and spending time reading our books and other times we do projects to “advertise” books to others. The goal is to complete one book each month (November, December, January, February, and March).

Comfort Dog

Bailey the certified comfort dog comes to school each day. She hangs out in the high school special education room. Students go to visit her for if they are having a bad day and need some time to calm down, for rewards, and she goes to various classes during the week to spend time learning with the students. She loves being read to and students take turns taking care of her needs which teaches them responsibility and how to care for something other than themselves.

Evidence:

- 7.1.1 Summer School Letter**
- 7.1.2 Summer School Attendance**
- 7.1.3 Feb. Newsletter - pg 5 Spelling Bee information**
- 7.1.4 Book Club Guidelines**
- 7.1.5 Bailey the comfort dog**

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

8.1	<i>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.</i>
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Overton Public Schools is continually striving to improve our reading and math scores. The title funds are used for teacher’s salary. General and State funds are used to assist in achieving our instructional goals and student success.

Overton Public Schools uses Title 1 funds to help employ and maintain highly qualified staff members. Title 1 accountability funds are used to support our summer school program along with State Aid reimbursement. This includes salaries and materials. Students' needs are being met as our staff is able to work with students in small and large groups that need extra assistance. Our staff does a great job of being data-driven to make sure that implemented strategies are being successful. We use Title 1, Title III, grant money, IDEA, REAP, and general funds to purchase applicable technology hardware and software to help with instruction as well as for salary for highly qualified staff.

The Nebraska Department of Education Nutrition Services gave a federal grant to provide for our summer food program. This allows all students from birth to 18 to eat free breakfast and lunches at the school during the summer months. This also allows us to be able to feed the students who attend summer school. This is extremely crucial since we have a 56.6% poverty rate at Overton Public Schools. Another benefit to this program is senior citizens and adults are allowed to come eat at a minimal cost to them. Being a small town with no food bank or senior center this plays a crucial role in the community to help provide for all.

Evidence:

8.1.1 Summer food program