

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 School
County Dist. No.:	24-004
School Name:	Overton Public School
County District School Number:	24-0004
School Grade span:	K-6
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input 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

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Alisha Remmenga, 3rd grade teacher</u> <u>Melissa Eilers, 4th grade teacher</u> <u>Mandi Wallace, Title 1 teacher</u> <u>Alicia Lassen, Librarian, 6th grade L.Arts, Title 1</u> <u>Mark Aten, Superintendent</u> <u>Brian Fleischman, Principal</u> <u>Tierra Bowie, high school math teacher</u> <u>Rob Simpson, 5-8 Social Studies teacher</u> 	<u>Parent</u> <u>Hayley Ryan</u> <u>Shannaon Lauby</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 146	Average Class Size: 20.86	Number of Certified Instruction Staff: 18
Race and Ethnicity Percentages		
White: 89 %	Hispanic: 10.3 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: .7 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages		
Poverty: 55.47 %	English Learner: 1.4 %	Mobility: 15.46 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
AIMS	ACT
NeSA	
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 disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
1.1 Narrative The following is the data that was collected in our School Improvement	

Process. We collect math and reading data for our goals.

Reading

The following are Norm Referenced Tests that are included in our reading data for school improvement:

- Renaissance STAR testing data for grades 1-6 in the fall, winter and spring of each year.
- Starting in 2014 we switched from ITBS to Maps. We give the MAPS assessment in the fall and spring and starting in winter of 2016 we will also do math MAPS as to collect more data for our school improvement goal.
- AIMS Web reading tests for early reading skills, fluency and comprehension given as benchmark assessments in grades K-8 in the Fall, Winter and spring and progress monitor student as needed.
- Included are the ACT results. We also consider drop-out and mobility data as we analyze our school needs. This information is tracked on Nebraska Department of Education website. That information is also included in our External Visit Report.

Math

The following are Norm Referenced Tests that are included in our math data for school improvement:

In 2013 we started giving MAPS.

- IXL Math to help target areas for each individual student.

Evidence:

1.1.1. Staff Inservice Schedule

1.1.2 ACT Results

1.1.3 NeSA Year to Year Comparison Scores

1.1.4 Map Data Year to Year Scores

1.2

Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.

At the fall parent teacher conferences on October 20, 2016 we asked parents to complete a survey that was linked to our school web page. It was created in Survey Monkey and the information was gathered and then shared to the staff at the inservice on November 7, 2016. Included in this folder is a copy of the survey questions and responses. Also, included in the folder is a copy of the Inservice schedule to show that the Title 1 shared the survey with the staff .

Evidence:

1.2.1 Inservice Schedule

1.2.2 Overton Public School Survey/Results

1.3

Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.

The Continuous School Improvement team set goal of improving math scores. The steering team analyzed data with the staff, in March of 2015. then we met as a team and developed the goal and action plan. The elementary reviewed new math material and purchased new math material that was purchased for the 2016-2017 school year. It is called Everyday Math. Overton Public School also does the MAP assessment as one of our data points. To collect more data instead of just testing in the Fall and Spring we added in a winter math Maps test. Along with Maps we use STAR math, Aims Web benchmark testing. Included in the folder is CIP minutes from all of the meetings to show everything the CIP committee and Overton Public School does for on- going improvement. UPAL problem solving model we selected from our In-Service on the September 2016. All teachers are required to have a UPAL activity each quarter. Teachers are then to List and briefly describe any UPAL Problem Solving activities they incorporated in their classroom each quarter.

Evidence:

1.3.1 CIP Minutes

1.3.2 Action Plan

1.3.3. UPAL Problem Solving Model

1.3.4 Staff inservice agenda documenting UPAL discussion

2. Schoolwide reform strategies

2.1

Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.

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.

Summer school is also offered to students at Overton Public Schools. Students in grades k-4 are recommended by their teachers who analyze their students data. We allow fifth and sixth graders to come also, they usually attend as "helpers." The reason for this, is students in fifth and sixth were not showing up. We discovered that letting them volunteer to help with the younger students increased their willingness to attend improved and they were still reading with the younger students.

We progress monitor students every Friday using Aims Web Plus, that did not make their benchmarks in the AIMS, STAR, and MAPS testing. We analyze the progress monitor scores every four weeks to ensure that we are adjusting according to the students needs.

Included in evidence are explanations of each of the programs we use at Overton Public School. Also, an example of a progress monitor sheet for AIMS web.

Evidence:

2.1.1 Summer School Letter

2.1.2 Intervention Descriptions

2.1.3 Aims Web Data Student Example

2.1.4 Inservice Schedules with SAT meeting times listed

3. Qualifications of instructional paraprofessionals

3.1

Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.

Paraprofessionals meet the requirements of ESEA at Overton Public Schools. Provided in this folder is a list of our paraprofessionals, the date of hire and their qualifications. Included in this folder is a 504 training signature page to show proof of on going training.

Evidence:

3.1.1. 504 Training Documentation 2016-2017

- 3.1.2 Para Certification D. Jeherok
- 3.1.3 Para Educator - graph
- 3.1.4 Para - Pro Information

4. High quality and ongoing professional development

4.1

Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.

The administration of Overton Public Schools realizes that continuous professional development is essential for great teaching. With this in mind they have encouraged teachers to seek out any professional development activities that will enhance their classroom teaching and increase student learning.

During the 2008-2009 school year, Overton Public Schools implemented that every staff member will be formerly trained in APL techniques. This has continued with a small persctage of the teaching staff attending each year. As new teachers have joined Overton Public Schools, we have continued to send these teachers to the APL training to ensure all staff members are trained in thse techniques.

Other professional development activities that teachers have attendened include: Six-Trait Writing, Poverity in-services, Atomic Learning , 504 Training, First Aid/CPR, and Quantum Learning to list a few.

Overton Public School also wants to make sure the staff is kept current on the technology side of things. Each year different teachers are sent to the NeTA Conference. Those teachers then report back to the staff during an insevice, items that could enhance the classroom.

Each semester staff members are to submit a report that lists many things, including any professional development activities they have participated in during the month. Teachers at Overton Public Schools are very eager to attend professional development that benefits their classrooms and increases student learning.

Evidence:

4.1.1 504 Training

4.1.2 APL Overview

- 4.1.3 Suicide Prevention Certification
- 4.1.4 Workshop Attendance from 2014-2016
- 4.1.5 APL Attendees each year
- 4.16 NETA Attendees each year

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
<p>Overton Public School reviews the school - parent compact during a PTO meeting. Parents read through the policy, make suggestions, and vote on the compact. We also include the compact on our school website so it is available for everyone to see. Our website is http://www.ovr.esu10k12.ne.us</p> <p>Evidence:</p> <ul style="list-style-type: none"> 5.1.1 School - Parent Compact 5.1.2 Parent Involvement Policy 	
5.2	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>
<p>In the fall we have a meeting that teachers and parents attend. We discuss the Title 1, the policy, then we make any changes that the team feels is needed. The Title 1 teacher then takes it to the CIP team, we discuss changes and then finally we take it to the staff to vote on the plan. Included in the folder is a signature page that the staff voted for the plan. Also, another page with changes made to the plan.</p> <p>Evidence:</p> <ul style="list-style-type: none"> 5.2.1 Title Staff Vote Signature Page 16-17 5.2.2 Changes to School Wide Plan 16-17 5.2.3 Schoolwide Plan 5.2.4 Inservice Agenda 	
5.3	<i>Please provide a narrative below explaining how, when and where 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.</i>
<p>The Title 1 teacher sends out a notice on the ABC/PTO facebook page that there is an ABC/PTO meeting along with a Title 1 meeting. The Title 1 teacher asks teachers to include the meeting on their newsletter or frig note. The meeting was held in August and parents were able to review the policy, discuss anything they had questions on, and discussed what Title</p>	

1 is and does. A questionnaire was also given at the meeting about the policy.

To get parent involvement the Title 1 teacher also has monthly reading incentives. Parents are asked to come in and help with these incentives. Included in the folder is a picture of a parent helping make slime.

Evidence:

5.3.1 Meeting Agenda/ questionnaire questions

5.3.2 Reading Incentive Sheet and volunteers

5.3.3 Picture of parent helping to make slime

6. Transition Plan

6.1	<i>Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
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Overton Public School 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 all ready familiar with that. At the preschool graduation, Mrs. Wallace, the Title 1 teacher goes through a power point with the parents to prepare them of the expectations for the parents and students as they enter Kindergarten.

Evidence:

6.1.1 Preschool Graduation Program

6.1.2 Preschool Power Point shown at Graduation

6.1.3 Preschool Transition Plan

6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
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Overton Public School 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 ap. Included in this folder is a schedule of their orientation.

When new students register, Mr. Fleischman, the principal, has a packet of information that he goes over with the families. Within the packet are medical forms, school calendars, handbooks, supply lists (if applicable), etc. Each of these is discussed in depth when meeting with the family. The policies of the school are also addressed when talking about the handbook. He doesn't review everything in the packet, just the main details.

After they are done going over this material he 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. He 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 is a calendar, medical forms and the different handbooks that are given out according to what grade they are entering.

Evidence:

6.2.1 15-16 Calendar

6.2.2 Medical Forms

6.2.3 Elementary Handbook

6.2.4 Middle School Orientation Schedule for 4th Grade

6.2.5 Student handbook

6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
Not required	
6.4	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
Not required	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining 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.</i>
<p>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.</p> <p>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.</p> <p>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.</p> <p>Community Readers: We have three grandparents, one parent, and three college students who come once a week. These volunteers listen to students read with the students who are struggling readers.</p> <p>Evidence: 7.1.1 Summer School 7.1.2 Picture of Grandpa reader and student</p>	

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

8.1	<i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>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.</p> <p>We use Title 1, Title II -A, grant money, IDEA, REAP, and general funds to</p>	

purchase applicable technology hardware and software to help with instruction as well as for salary for highly qualified staff.

Evidence:

8.1.1 Financial Report

8.2 *Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.*

***Pizza Hut provides Book-It certificates to the elementary students who have made their AR goals.**

***KRVN Radio station has students come and visit when they do an advertising unit in sixth grade.**

***There are three grandparents and one parent that come into the school and listen to students read on a weekly basis.**

***Each spring Overton Public Schools holds a spelling bee. Judges are selected from the community to judge the event.**

***A local farmer who raises bees comes in and demonstrates how he collects the honey from his bees.**

***Each month the ABC/PTO has reading incentives. The parents help to run the rewards each month. Included is a list of rewards that were provided during the 2016-17 school year.**

***Dawson Public Power District brought in labs for students to use. The science teacher had fifth and sixth graders explore these labs.**

***The Nebraska Beef Council and Farm Buruea teams up to provide beef to our school for one meal to promote beef in Nebraska.**

***During summer school our cafeteria uses the Spike program from the Department of Agriculture to provide nutritious meals throughout the summer.**

Evidence:

8.2.1 KRVN Letter

8.2.2 Spelling Bee

8.2.3 Dawson Public Power Lab Information

8.2.4 Spike Food Program Certificate