

BOE April Newsletter

Overbrook Attendance Center



Principal - Mrs. Lorle Bolt

A message from our principal

Dear Charger Families,

I want to take a moment to discuss our attendance goal at Overbrook Attendance Center. Students obtained 92% attendance during the second quarter with 36 students achieving perfect attendance. Students with less than 90% attendance for quarter two will receive an attendance letter. This is an awareness letter for parents as we continue to make gains towards maintaining our building attendance goal.

Our current attendance goal is: we will maintain or improve our quarterly attendance of 95% by the end of the 2022-2023 school year.



**A whole year has 365 days, while a school year only has 163 days.
We love to have our students in school as much as possible.**

0-8 Absences	9-17 Absences	18+ Absences
100-95% Attendance	94-90% Attendance	Less than 90% Attendance
Best chance of success for your child.	Makes it harder for your child to make progress and stay on grade level.	Your child will have a potential to struggle with their academics, peers, and enjoying school.

Upcoming Dates:

4/5: 6pm OAC SITE Council @ OAC Library

4/7: No School

4/10: No School - PD day

4/12: 6pm BOE Mtg @ DAC

4/13: Music Concert

--6pm Kindergarten

--7pm First Grade

4/14: Kindergarten Round Up (no school for current K students only)

Third Grade Field Trip

4/17: Talent Show Sign Ups Due

4/21: 8:30am Muffins & a Special Person (first grade only/RSVP)

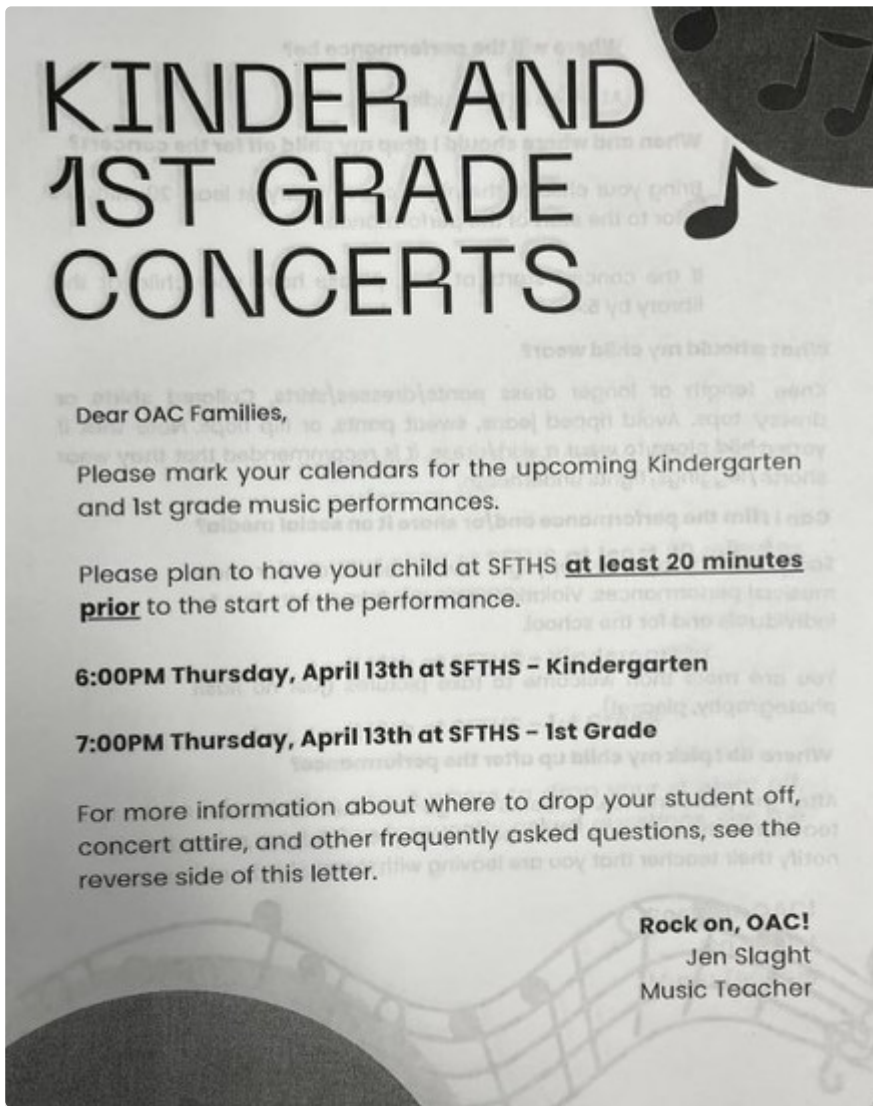
4/26: Kindergarten Field Trip

4/28: 8:30am Donuts & a Special Person (first grade only/RSVP)

2nd grade Field Trip

K/1 Music Concerts

We are excited to host our K/1 music concerts this month at the SFTHS in the auditorium. The students have been practicing diligently to prepare for their performances.



Counselor's Corner

I can't believe we are already in April! We worked on random acts of kindness this past March and talked about how kindness is contagious. The kids did great with this. One thing we focused on was how being kind not only makes someone else feel good but it also makes yourself feel good. In April, the kids will be learning about different careers and exploring those. In the elementary grades, we also focus on finding things that the kids are interested in and how that can lead to a career choice and career happiness.

Kindergarten Parents: Mark your Calendars

K Parents Only: There will be no school for kindergarten students on April 14, 2023.

This allows the incoming preschoolers who will be kindergarten students in the 2023-2024 to experience kindergarten round-up! All other students (1st - 3rd) will have school that day as regularly scheduled.

KINDERGARTEN ROUNDUP



Yee-haw! It's time for kindergarten roundup at Overbrook Attendance Center. Please join us to visit kindergarten classrooms and meet the teachers.

Who: Incoming students who turn five on or before August 31, 2023

Where: OAC- 202 W 7th St. Overbrook, KS 66524

When: April 14, 2023



To register call:

(800)836-9525 Ext: 2

**8:15-9:00 If your last name begins with
A-F**

**9:15- 10:00 If your last name begins
with G-M**

**10:15- 11:00 If your last name begins
with N-Z**



Talent Show

Does your child have a talent they would like to share with their teachers and classmates? Please speak with them at home regarding talent show signups. We had a phenomenal turn out last year and would love to continue this tradition. Students will need to sign up by Friday, April 14th.

A poster for an Overbrook Attendance Center Talent Show. It features a large yellow circle in the center with the text 'OVERBROOK ATTENDANCE CENTER' in red, 'TALENT SHOW' in blue, and 'WEDNESDAY, MAY 10TH' in red. To the left of the circle is a maroon guitar. The background is light yellow with scattered colorful triangles (red, blue, yellow).

OVERBROOK ATTENDANCE CENTER

TALENT SHOW

WEDNESDAY, MAY 10TH

Sign up by: April 14
Auditions: April 17-21

Our school wide talent show will take place on May 10th during specials. They can perform individually or as a group. Some ideas include a skit, comedy, dance, cheer, singing, magic, instrument, etc.

HABIT #8: FIND YOUR VOICE AND INSPIRE OTHERS TO FIND THEIRS

What? There's an 8th Habit? Yes! This 8th habit is all about using what we do well to help others.

Think about these four things:

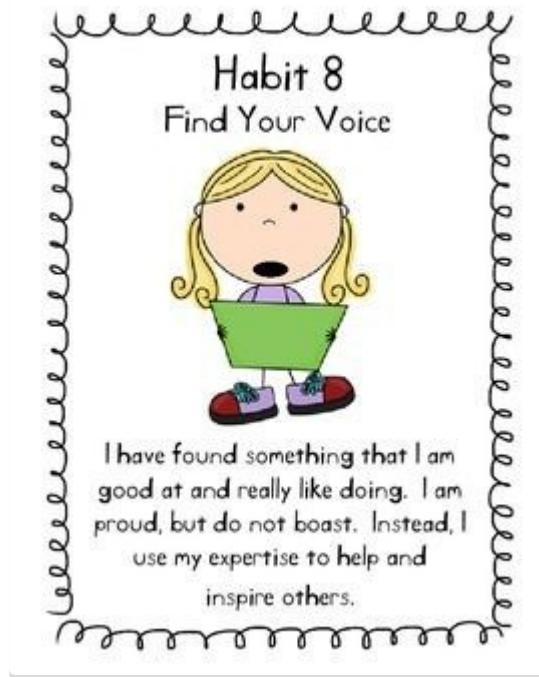
Your Talent - something you are really good at

Your Passion - something you really love doing

A Need - seeing what other people really need

Your Conscience - the small voice inside that always tells you the right thing to do'

Finding your voice is putting all these things together to make change happen.



Leader in Me Survey

If you did not take the Leader in Me survey at parent teacher conferences please feel free to take it now. Leader in Me schools seek improvements in three areas – leadership, culture, and academics – and have access to the Measurable Results Assessment (MRA) to help them measure performance in these areas.

The MRA is a rigorously developed tool used to annually collect, analyze, and report student-, staff-, and school-level outcomes related to the focus on improving leadership, culture, and academics. It can be used to help a school identify its strengths and weaknesses, develop improvement plans, and monitor progress. <https://www.leaderinme.com/s/santa-fe-trail-k8-ks/families>

Meeting Details:	<p>Date: 3/21/23 Time: 7:15-7:45am Location: OAC Library Attendance: Sign in Sheet Materials to Bring: Computer</p>
Roles & Responsibilities	<p>Facilitator: Mrs. Bolt Timekeeper: Ms. O Recorder: Ms. Portlock Data Focus: Ms. Thompson</p>
Reminders	<p>Fastbridge Testing Window April 25-May 5</p> <p>Please fill out the form below for Fastbridge Reading and Math areading/amath (separate and quiet setting). Also please note which speech kids you would like Carlie to assist with. This does not mean all speech students, just the ones with severe issues that make sound errors that might impact their scores. Fastbridge Separate/Quiet Setting & Speech Kids Please talk with you students again about the importance of testing and how they can receive an award for growth on their assessments.</p>
Goal(s) of Meeting:	Identify past tier 3 students on Fastbridge
Critical Questions:	<p><u>Academic and SEL</u> What do we want all students to know and be able to do? How will they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?</p>
Topic(s) for Discussion and minutes	<p>Use Fastbridge data from BOY and MOY to identify Tier 3 students for round one of summer school invites. Please speak with your SPED teachers to see if they are recommending any students for ESY. Fastbridge Tier 3 Students - BOY/MOY (please list last name, first name) Reading: K/1 teachers use early reading reports 2nd/3rd teachers use CBM & a-reading Math: K/1 teachers use early math reports 2nd/3rd teachers use a-math</p> <p>If tasks are completed please see Mrs. Bolt for printed invites and begin to fill them out with correlating information to send home.</p>
Outcome(s) of	Identify Round 1 of Summer School Invites

Meeting Details:	Date: 3/2/23 Time: 7:15-7:45am Location: OAC Library Attendance: Sign in Sheet Materials to Bring: Computer
Roles & Responsibilities	Facilitator: Mrs. Bolt Timekeeper: Ms. O Recorder: Ms. Portlock Data Focus: Ms. Thompson
Reminders:	Collect PTC before spring break: March 9th - share copy with office once confirmed
Goal(s) of Meeting:	Review Retention Data Review SEL 3 data points look for trends
Critical Questions:	<u>Academic and SEL</u> What do we want all students to know and be able to do? How will they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?
Topic(s) for Discussion and minutes	Topic 1: Review Retention Data:: OAC Retention Survey Review Survey in Teams and Note Takeaways here: SPED: Familiarity and location are the most significant factors for initial interest in employment. Data doesn't indicate a strong sway one way or the other for the general onboarding process for new teachers. There is a higher percentage of mentor face-time than there is actual skills gained from those interactions. OAC could increase teacher retention by increasing culture and climate, workload, and working conditions. To improve the mentoring program we could develop a survey to ask specific questions to determine what teachers need. Generalizations are too broad and typically unhelpful. K: Commute is a factor for quite a few people, but the salary brings some people in. The children that we teach are sometimes a bigger factor in how we retain teachers, along with assistance with SPED kids in the classroom. 1: Salary is the biggest negative for teachers. Absenteeism, tardiness, and poverty are the highest concerns for students. 2: Educators picked this school due to its geographic location. Teacher's feel like admin is not supporting behaviors but I feel that communication of such behaviors are not being reported to the correct people. (Powerschool?)

3: I do not have the support I need to teach my special needs students. . . When we talk about students not having their maslow needs being met, I get that this affects the kids, but then when does that one kid start affecting the rest of the class. Do I stop all academic work and provide maslow's needs for that one kid or do we have a plan in place for that one kid who is about to go home and possibly not have dinner, or sleep on the floor. What can we do for those needs when we are also trying to do academic work with 18 other students?

Specials:
 +For new teachers to the district: some sort of platform to ask various questions to other educators in the building/district. Possibly a discussion forum?
 + More support within the classroom (more paras)

Please address these specific questions:
 Ideas for making the mentoring program better:

- Not enough time to meet during your duty day, not enough coverage to do the things you need to - observe, etc.
- A digital platform or forum to submit questions and get responses from more seasoned professionals in the district.

Discuss this question: I am given the support I need to teach students with special needs students. This was a low area for us. What does this mean to you? Do you need training, more paras, techniques and methods, etc.

- Staffing - down at least 7 paras currently
- Some way to recruit more people
- More social/emotional training for staff
- Emotional support for teachers

Topic 2: Review SEL Data Points: [SABERS/Attendance/Discipline Referrals](#)
 Data framework review - in teams answer each question below on a sticky note - give to Erin, group them, look for common components, discuss

- What trends do we see
- What do we think about these trends
- What are our next steps (have dialogue w/whole staff, note common themes, what tier 1 accommodations can we make, make decisions with leadership team to add accommodations to behavior referral form)
 - Sticky notes - immature for their age - developmentally not where they should be
 - High absent rates for many students with social emotional learning needs
 - Struggle to identify emotions

BOE Goals

Student Achievement

Improve teaching and learning through research-based strategies that support students' postsecondary success

2.1 Increase student learning opportunities (Celebrate learning in all schools and for all students (classroom, building and district level)

- students celebrate individual, classroom and building level Wildly Important Goals (WIGS)
- students are recognized for Fastbridge achievement
- third grade was celebrated throughout state assessments with classroom adoptions w/treats and signs, a kick off assembly, student breakfast, good effort rewards, and a post testing pizza party

2.2 Increase stakeholder engagement in student learning (Partner with stakeholders to enhance learning opportunities for students in all areas: Academic & Businesses). Those who supported us are:

- Bobbi Hartford
- Todd Craig-Candy from Mars
- Bolz Insurance-Snacks
- Casey's-Gum/Pizza Party
- Chips from Frito Lay
- Kansas State Bank-water

- First Security Bank-water
- Lisa Jolly-money
- Leslie Baker-money
- Downhome Auto-Traphagan's-money
- Midtown Market-flavor packets
- City of Carbondale-money
- Overbrook Livestock-money

2.3 Develop and implement a plan to address student learning loss and social-emotional needs due to the pandemic

- The District has administered a retention survey with all staff to determine their needs to support job satisfaction
- District has offered a variety of PD around trauma and stress within the 2021-2022 School year
- OAC is offering Champs training during the 2022-2023 school year
- Crisis response and planning work (Kenny) with admin. team, then building level leadership.
- ALICE training.
- Staff can attend training outside PD at any time.
- OAC - Offers additional time with counselor. A strategy is taught, modeled, connections are made, problems are solved, etc.

Using triangulated data to help create groups for counseling

- Attendance
- SABERS
- Office Discipline Referral (ODR)