

Title I Schoolwide Program Plan for
Oconto Middle School



June, 2019

Title I Schoolwide Planning Components

Year: Plan for 2019-2020

School: Oconto Middle School

District: Oconto Unified School District

Principal: Adam DeWitt

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Title I Director: Kim Baker

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Completed by Ashley Brunette

Schoolwide Since: 2014-15

School Demographics:

School

Oconto Middle School is in a **rural** school district, the Oconto Unified School District. The mission of Oconto Middle School is to equip students with the tools they need for academic, personal, and social achievement.

Enrollment

Oconto Middle School had an enrollment of 221 in 2018-19.

Ethnicity

The trends in ethnic groups at Oconto Middle School have remained mostly stable for the past decade, with a recent, small decrease in the percentage of white students and a small increase in the number of Hispanic students. The 2018-19 ethnic breakdown of Oconto Middle School is as follows: 86.4% White, 9.5% Hispanic, 0.5% Black, 2.3% American Indian, 1.4% Two or More Ethnicities.

Socioeconomic Status

50.2% of the students at Oconto Middle School are economically disadvantaged. There is a trend of an increasing percentage of economically disadvantaged students from 29.8% in 2005-06 to 50.2% in 2018-19.

Students with Disabilities

20.8% of the students at Oconto Middle School have some form of disability. There is a minor trend of an increasing percentage of students with disabilities from 15.5% in 2005-06 to 20.8% in 2018-19.

Highly Qualified Teachers/Support Staff	100% District Office
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Schoolwide Planning Information

An effective Title I Schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. This plan is to be developed with the involvement of administrators, teachers, parents, and other community members to be served.

Planning Team

<u>Name of Team Members</u>	Position/Representation
Adam DeWitt	Principal/Administrator
Kim Baker	Literacy Coach/Title I Director
Kris Ravet	School Psychologist
Ashley Brunette	Math/Reading Interventionist
Paul Welch	Grade 5
Amy Remington	Grade 6
Kari Brunette	Grade 7
Star Malczewski	Grade 8
Kirsten Tesch	Special Education
Tina Mossakowski	Parent/Community
Michael Werner	Parent/Community

Planning Team Summary

Meeting Dates	Agenda/Planning
September 26, 2018	Core Intervention Team overview
October 22, 2018	Compact (Staff, Parents, Students), surveys, for 2018/19 school year
May 30, 2019	Needs Assessment Data Inquiry
June 3, 2019	Needs Assessment Data Inquiry
June 4, 2019	Root Cause Analysis
October 22, 2019	Title I Parent Interventions Meeting, rights, compact, intervention overviews
January 22, 2020	Annual Title I Meeting - (had to be postponed from Fall)
May, 2020 TBD	Needs Assessment Data Inquiry, teachers, admin, parents and community

Oconto Middle School Components of Schoolwide Plan

<p>Component 1: Needs Assessment</p>	<ul style="list-style-type: none"> ● Universal Screener i-Ready 5-8 Reading and Math, Forward Exam Grades 5-8 ● Conclusions and strengths in programs currently in use. ● Our Schoolwide Title I goals this year are: <ul style="list-style-type: none"> ○ Priority standards ○ Curriculum alignment ○ Common assessments ○ Writer's workshop PD - August 2019 ○ Develop district leadership team ○ Attend training to prioritize needs ○ Implement 100 day plans ○ Strengthen Tier I /universal instruction ○ Implement evidence based instruction that supports learning for all students educational needs ○ Clarify strategies, interventions, accommodations ○ Prepare / implement Tier I tracking ○ Social Media ○ Emphasize student engagement with reading and writing
<p>Component 2: Schoolwide Reform Strategies</p>	<ul style="list-style-type: none"> ● Growth Mindset implementation for staff and students ● <i>Magnificent 72</i> building connections initiative for staff/students ● Tier 1 Universal instruction support <ul style="list-style-type: none"> ○ Grade Level Collaboration Meetings and agendas ○ Literacy Interventionist involved with CESA 8 Literacy Network ○ Multi Level Systems of Support (MLSS) implementation across the district ○ i-Ready individualized online instruction in math and reading, differentiated instruction, data chats and student conferencing with teachers for all students ● Tier 2 Evidence-based strategies and interventions <ul style="list-style-type: none"> ○ Phonics/Decoding: Phonics for Reading, Corrective Reading, Fast ForWord ○ Fluency: Corrective Reading- Decoding Strand, Reading Assistant Plus, Fountas and Pinnell Leveled Literacy Intervention, Fast ForWord ○ Comprehension: Fountas and Pinnell Leveled Literacy Intervention, Reading Assistant Plus, Fast ForWord ○ Math Computation: Corrective Math (6 of 7 strands), Word Problems Made Easy, IXL, iReady individualized

	<ul style="list-style-type: none"> instruction <ul style="list-style-type: none"> ○ Problem Solving: Corrective Math (6 of 7 strands), Word Problems Made Easy, IXL, iReady individualized instruction ○ Progress Monitoring AIMSweb ● Tier 3 Evidence-based strategies and interventions <ul style="list-style-type: none"> ○ Increased frequency on Phonics/Decoding intervention: Phonics for Reading, Corrective Reading, Fast ForWord ○ Increased frequency on Fluency intervention: Corrective Reading- Decoding Strand, Reading Assistant Plus, Fountas and Pinnell Leveled Literacy Intervention, Fast ForWord ○ Increased frequency on Comprehension intervention: Fountas and Pinnell Leveled Literacy Intervention, Reading Assistant Plus, Fast ForWord ○ Increased frequency on Math Computation: Corrective Math (6 of 7 strands), Word Problems Made Easy ○ Increased frequency on Problem Solving intervention: Corrective Math (6 of 7 strands), Word Problems Made Easy ○ Progress Monitoring AIMSweb ○ OUSD Common District Assessment Calendar ○ Parent/Student/Teacher Compact
<p>Component 3: Instruction by highly-qualified teachers</p>	<ul style="list-style-type: none"> ● New teacher orientations and mentoring ● Reading and Math support as needed ● Maintain certification ● Notice of a teacher that is not highly qualified <ul style="list-style-type: none"> ○ Spanish Translation ● Highly Qualified Paraprofessionals <ul style="list-style-type: none"> ○ Professional development in evidence based literacy interventions as needed
<p>Component 4: High-quality and ongoing professional development</p>	<ul style="list-style-type: none"> ● Professional Development Days per year <ul style="list-style-type: none"> 08/14/19 Collaboration & Growth Mindset Training 08/27-29/19 Professional Development 10/07/19 Professional Development 11/01/19 Professional Development 01/20/20 Professional Development 02/21/20 Professional Development 04/13/20 Professional Development 06/08/20 Professional Development ● Weekly Grade Level Collaboration Times with a literacy focus ● Faculty meetings, webinars, book studies

<p>Component 5: Strategies to attract highly-qualified teachers to high-need schools</p>	<ul style="list-style-type: none"> ● Postings on WECAN. ● Literacy supports for Gr. 5-8 and Math supports Gr. 5-8. ● Federal loan forgiveness program, after 5 years ● Administration plan in place-work with colleges and universities.
<p>Component 6: Strategies to increase parental involvement</p>	<ul style="list-style-type: none"> ● Parent/Community Development Plan <ul style="list-style-type: none"> ○ District Brochure ○ Oconto Title 1 Brochure ● OUSD Board Policy 2261.01 - Parent and Family Engagement in Title I Programs, under Board of Education tab ● Families and Parent Links on OUSD web page ● Implement Wisconsin Rtl District-Wide Strategies for Meaningful Family Engagement ● Planning Team for Schoolwide Plan ● Schoolwide Plan Available to Parents ● Open House, Parent Teacher Organization (PTO), Volunteer opportunities within school and classrooms, resources for parents in house ● Parent letters home, meet with parents during conferences ● Interventionist scheduled conferences with parents for students receiving interventions ● Letters home from Interventionists regarding strategies and progress ● Family Night ● i-Ready Parent letters on progress and activities to support learning ● School/Parent/Student Learning Compact ● All Calls for communication ● Student-Parent OMS Handbook ● Provide parents all assessment results, district and statewide(i-Ready, Forward)
<p>Component 7: Plans for assisting students in the transition from 4K to Kindergarten and grade 4 students to middle school grade 5.</p>	<ul style="list-style-type: none"> ● On-Demand New Family Orientations ● 4K Transition <ul style="list-style-type: none"> ○ Intervention students, Spring meeting ○ Parent Letter ● Middle School Transition <ul style="list-style-type: none"> ○ Parent Letter ○ Middle School field trip and grade 5 student visits. ○ Intervention spring meeting with middle school ● Summer School Program ● Shared Fountas and Pinnell and i-Ready data across buildings, OES/OMS

<p>Component 8: Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>	<ul style="list-style-type: none"> ● Universal Testing Schedule ● Data driven decision making. <ul style="list-style-type: none"> ○ State Forward Exam ○ i-Ready Diagnostic placements, reading and math ○ Progress monitoring AIMSweb Plus ● Intervention Team and Grade Level Collab Meetings/Agendas ● District developing priority standards in Literacy, vertically and horizontally by grade level.
<p>Component 9: Effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards.</p>	<ul style="list-style-type: none"> ● Districtwide Multi-Level Systems of Support (MLSS) ● Beginning, Mid year, and End of year data meetings with Collab teams and Interventionists (Fall, Winter, and Spring Common District assessments) ● i-Ready individualized online lessons in reading and math for all students ● Tier 1 review of former grade level topics. Differentiated instruction
<p>Component 10: Coordination and integration of federal, state, and local resources, services and programs</p>	<p>See District Office Financial Coordinator</p>